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ABSTRACT

This teaching module instructs preservice teachers about accelerating the progress of rural gifted students. Acceleration consists of various provisions that allow early completion of school, including grade-skipping, cross-grade placement, early entry, dual attendance, special class placement, and radical acceleration. In rural areas, the practice of acceleration is especially critical because of its cost-effectiveness in comparison to enrichment programs. However, the literature suggests that rural teachers and administrators express many concerns about acceleration. Therefore, this module aims to prepare preservice teachers to address concerns about acceleration and to implement effective acceleration programs for rural gifted students. The first section outlines 7 goals and 25 objectives related to identifying the characteristics of rural gifted students, examining the pros and cons of acceleration, selecting supportive research, identifying ways in which acceleration can be accomplished, relating acceleration strategies to the needs of rural gifted students, identifying issues in educating rural disabled gifted students, and developing individualized educational plans that incorporate acceleration strategies. Also included is a multiple choice test that assesses preservice teachers' level of preparedness to use acceleration in rural gifted programs. The second section includes nine lesson plans that cover the goals and objectives of the module. Each lesson plan includes an introduction and goal statement, performance objectives, procedures, a list of needed materials, required and optional readings, and suggested means of assessment. The third section includes instructional materials to be used with lesson plans, including focusing questions, simulations, outlines, readings, transparency masters, quizzes, and answer keys. The last section lists required reading materials and 37 references. (LP)

ED 404 066

ACCELERATION AS A MEANS OF INDIVIDUALIZING INSTRUCTION FOR GIFTED STUDENTS IN RURAL SCHOOLS

A Preservice Rural Special Education Module

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November, 1986

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Introduction

The purpose of this module is to teach about accelerating the school progress of gifted students in rural areas. Cox, Neil, and Boston (1985) found that acceleration, which includes any of a number of educational provisions allowing early completion of school, was seldom practiced anywhere in the United States, despite its proven effectiveness.

In rural areas, the role of acceleration in successfully differentiating the education of gifted students is especially critical because of its cost-effectiveness. In comparison to enrichment programs, acceleration -- which in general requires no additional staff, buildings, or materials -- is much less expensive. Acceleration can, moreover, be practiced in virtually any school dependent only on its favorable reception by teachers and administrators. Large sums for equipment and staff and complex transportation arrangements, often requirements of enrichment programs, are not necessary to implement acceleration.

The literature on rural communities, however, suggests that the favorable reception of acceleration by teachers and administrators is problematic. These lessons are based on the premise that teachers of the gifted can influence their colleagues' attitudes toward acceleration if...

* they can anticipate concerns about possible ill-effects of acceleration;
* they can allay these concerns;
* and if they can propose plans to implement acceleration.

The module has been developed to enable preservice teachers to carry out these functions. It includes (1) goals and objectives; (2) an assessment instrument; (3) lesson plans; (4) readings; and (5) a list of references. A brief description of each of these components follows.

Goals and Objectives. Seven goals and 25 objectives specify what the unit is designed to teach. Mastery of these goals and objectives may be assessed through the summative assessment instrument. The effectiveness of the lessons may be assessed through analysis of student performance on the assessment instrument and on the optional, formative quizzes provided at the end of the lessons. A measure of students' perceptions of the relevance and value of the lesson is provided for lesson #3 because that lesson's purpose is primarily affective. That assessment form [handout 3-4] could be used at the end of any of the other lessons as well.

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Assessment Instrument. The 25-item multiple-choice test on the objectives was developed on the basis of a longer pilot test. Test development data are included in the assessment section.

Lesson Plans. Each of the nine lesson plans contains (1) an introduction and goal statement; (2) performance objectives; (3) procedures; (4) a list of materials needed; (5) a list of required and optional, additional readings; and (6) suggested means of assessment. Each lesson is of approximately an hour's length. The estimated time given for the lessons, however, is probably the minimum time in which the activities can be carried out.

Instructional Materials. Materials to be used with the lessons include focusing questions, simulations, outlines, readings, and transparency masters, quizzes and the answer key for the quizzes. The instructional materials section follows the lesson plans.

Readings. Each lesson requires students to read, prior to the lesson, at least one article from the collection of readings included in the module. The required reading(s) for each lesson follow the instructional materials section of the module.

Permission for instructors to make multiple copies for use with the lessons has been obtained from the authors and publishers. The reading(s) for each lesson should be copied and handed out before the lesson so that students will be prepared to participate in class discussion.

A list of readings by the lesson for which each is required is provided in this section.

References. An alphabetized reference list is provided at the end of this document. The list specifies the lesson for which particular references are required.

Objectives

Upon completion of this module, the pre-service teacher will be able to perform at least 75% of the following tasks:

1.0 select the characteristics of rural gifted students.

- 1.1 compare the developmental histories of rural gifted students with those of other gifted students by correctly answering a multiple-choice question at the analysis level of Bloom's hierarchy of educational objectives.
- 1.2 contrast the cognitive strengths and weaknesses of rural gifted students with those of other gifted students by correctly answering multiple-choice questions at the analysis level of Bloom's hierarchy of educational objectives.
- 1.3 on a multiple-choice test item correctly identify student identification practices that do not discriminate against rural gifted students.

2.0 select the pros and cons of acceleration.

- 2.1 on a multiple-choice test item correctly identify at least one advantage of acceleration.
- 2.2 on multiple-choice test items correctly identify teachers' and administrators' typical concerns about acceleration.
- 2.3 on a multiple-choice test item correctly identify school arrangements that facilitate acceleration.

3.0 select examples of research that support the use of acceleration as a method to individualize instruction for gifted students.

- 3.1 on a multiple-choice test item correctly identify at least one cognitive outcome of acceleration.
- 3.2 on a multiple-choice test item correctly identify at least one affective outcome of acceleration.
- 3.3 compare the effectiveness of acceleration as an instructional intervention with the effectiveness of other instructional interventions for gifted students by correctly answering a multiple-choice test item at the analysis level of Bloom's hierarchy of educational objectives.

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4.0 identify the various ways in which acceleration can be accomplished.

4.1 on a multiple-choice test item correctly identify grade skipping as a form of acceleration.

4.2 on a multiple-choice test item correctly identify cross-grade placement as a form of acceleration.

4.3 on a multiple-choice test item correctly identify early entry as a form of acceleration.

4.4 on a multiple-choice test item correctly identify dual attendance as a form of acceleration.

4.5 on a multiple-choice test item correctly identify special class placement as a form of acceleration.

4.6 on a multiple-choice test item correctly identify radical acceleration as a form of acceleration.

5.0 relate acceleration strategies to the particular needs of rural gifted students.

5.1 on a multiple-choice test item correctly identify ways in which acceleration enables rural gifted students to pursue academic goals.

5.2 on a multiple-choice test item correctly identify ways in which acceleration enables rural gifted students to interact with intellectual peers.

5.3 on a multiple-choice test item correctly recognize data that show the cost-effectiveness and educational effectiveness of acceleration in rural districts.

5.4 on a multiple-choice test item correctly identify procedures to enable rural students to adjust to accelerated placements.

6.0 identify major issues in educating handicapped gifted students who live in rural areas.

6.1 on a multiple-choice test item correctly identify the coincidence of giftedness with behavior disorders.

6.2 on a multiple-choice test item correctly identify the coincidence of giftedness with learning disabilities.

6.3 on a multiple-choice test item correctly identify strategies useful in developing programs for gifted handicapped students in rural areas.

7.0 develop IEPs that incorporate acceleration strategies.

7.1 on a multiple-choice test item correctly identify instructional goals that accomplish acceleration.

7.2 on a multiple-choice test item correctly identify performance objectives that correspond to the goals of acceleration.

7.3 on a multiple-choice test item correctly identify educational service options that enable students to accelerate their learning in rural schools.

Assessment Instrument
Development Data

This test is composed of items selected from a pool of 100 original items written for this project. It has a KR-21 reliability of .51, which equals the reliability of a pilot test twice as long.

Since KR-21 usually underestimates the Pearson reliability, and since our sample is relatively small, we are hopeful that the test's actual reliability (as a summative assessment instrument) is somewhat higher.

The fact that pre-test scores do not correlate strongly with post-test scores suggests that the test may be sensitive to the results of instruction.

summary data

post-test reliability (KR-21)	(.51)
post-test mean.....	(18.2)
post-test median.....	(18.0)
post-test range.....	(13 - 24)
standard deviation.....	(3.12)
Pearson r of pre-test and post-test	(.19)
pre-test reliability (KR-21)	(-.33)

USE OF ACCELERATION IN RURAL PROGRAMS FOR GIFTED STUDENTS

****

Instructions:

The following exam consists of 25 multiple-choice items that assess your preparedness to use acceleration in rural gifted programs. Each item consists of a stem and from two to five options. Select the best answer in each case. There is no penalty for guessing, so do not leave any item blank. RECORD YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

****

1. (Synthesis) Which fact explains why bright children do well in accelerated placements?

   A. On average, they can function well socially with older children.
   B. On average, they are more apt than other students.
   C. On average, they learn faster than other students.
   D. All of the above.
   E. None of the above.

2. (analysis) A teacher says to you "I'd like to have Jennifer in my class, of course, but I've been observing her on the playground. She acts like a nine-year-old. I think she'd have trouble getting along with my 5th graders, don't you?" Which of the following assumptions seems most obviously to have guided this teacher's thinking?

   A. Children who get along with children of their own age are not likely to get along with children who are one year older.
   B. Jennifer is not playing well with the other children on the playground, so she won't get along in an accelerated placement.
   C. A schoolchild's continued healthy development depends on good experiences on the playground.
   D. Intellectual development may be important, but it is even more important to be happy. Jennifer may not be happy in an accelerated placement.

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3. (comprehension) Pressey (1949) reported that half of the students who entered Ohio State University at the age of 16 or younger graduated within six years. Of the group two years younger on average at college entrance, 38% graduated within 6 years, whereas only 24% of students who were 18 or older graduated within 6 years. Pressey also found that a larger percentage of the younger students were employed part-time during college. What do these data indicate?

   A. A larger part of the older students were successful in college.
   B. A larger part of the younger students were successful in college.
   C. A larger part of the younger students persisted in their undergraduate studies.
   D. A larger part of the older students persisted in their undergraduate studies.

4. (knowledge) Which of the following practices of regular education would make the cross-grade placement form of acceleration much easier to implement if you should propose it?

   A. mainstreaming for the handicapped
   B. learning centers
   C. retention
   D. age-grade placement
   E. departmentalized reading instruction

5. (evaluation) Which of the following studies presents the most thoroughly empirical re-examination of the educational effectiveness of acceleration?

   A. Daurio (1979)
   B. Terman (1925)
   C. Pressey (1949)
   D. Fund for the Advancement of Education (1957)
   E. Kulik & Kulik (1984)

6. (evaluation) A parent makes the following remark to you as you are arranging to test a child: "Bryan has always been very talkative. I know it gets on his teacher's nerves sometimes -- it gets on my nerves sometimes -- I just think we need to do something for him; I don't know what, maybe you do ... I sometimes worry, because, you know, the other children, especially, don't know what to make of Bryan. I just wish he could fit in better. He doesn't know when to shut up, and then he wonders why people make fun of him. I know he's very bright, of course, but that's not everything, is it?"

If you had determined that Bryan was affectively normal and in need of an accelerated placement, which of the following replies seems to be most appropriate in the circumstances, assuming you knew nothing about the parent?

A. "I know that Bryan stands out. Many gifted children like to talk a lot. You should see a group of them together! But part of Bryan's difficulties are also related to the fact that he talks like older children. In fact, he seems to get along quite well with some of the older children in the resource program. Maybe he should have the chance to spend more time with older children."
B. "I know that Bryan stands out. Many gifted children like to talk a lot. That's part of their problem. Knowing when to say what sort of thing is an issue we frequently discuss in the resource program. Bryan will come around. A more important problem Bryan faces has to do with his intellectual growth. Don't you worry about that?"
C. "I know that Bryan stands out. So what? You're a pretty unusual parent, come to think of it. Have you thought of ways you could work more effectively with teachers other than me? You know, part of Bryan's problem could be that you worry too much about him. Let him be his own person. For example, next year he'll have the opportunity to skip a grade. If I were you, I wouldn't stand in his way."

7. (synthesis) Creativity training has been studied and found to be nearly as effective in raising scores on divergent thinking tests in a short time as acceleration is in raising achievement over much longer periods of time. This seems to be an impressive finding. Which of the following statements puts this comparison in perspective?

A. Training creativity is analogous to training intelligence. Either divergent thinking tests do not describe the notion of creativity very well, or creativity is a very easily trained ability.
B. It is more important to train creativity than to improve achievement, because ultimately achievement depends more on creativity than on classroom instruction.
C. Raising achievement and training creativity are goals that are equally appropriate for gifted children.

8. (comprehension) Children who are accelerated one year in their grade placement show academic gains one year in advance of <u>equally bright</u> students who have <u>not</u> been accelerated. What strategy, below, is <u>least</u> likely to produce such a result?

   A. grade-skipping
   B. radical acceleration
   C. special Saturday program
   D. resource room placement
   E. dual enrollment

9. (comprehension) Bill, who is 13 this year, will begin senior high school next year. This arrangement is probably an example of ...

   A. grade-skipping.
   B. radical acceleration.
   C. home schooling.
   D. resource room placement.
   E. early entry.

10. (comprehension) Wanda is seven years old and is placed in the second grade this year. She reads as well as the average 7th grader and does math at the 4th grade level. You recommend that she begin next year in the 4th grade. This arrangement is an example of ...

   A. grade-skipping.
   B. radical acceleration.
   C. cross-grade placement.
   D. resource room placement.
   E. early entry.

11. (comprehension) Michaela, who is 14, wants to complete high school in two years. She has already completed 2 years of college French in the Indiana University correspondence course program. In addition, she has completed both algebra and geometry by attending high school classes while still in elementary school. Both of Michaela's parents commute from their farm to the town (30 miles on the interstate) in which the nearest state college is located. Which of the following accelerative options seems to suit Michaela's needs and interests best?

   A. cross-grade placement
   B. dual attendance
   C. special class placement
   D. resource room placement
   E. grade-skipping

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12. (comprehension) Steven, who is extremely talented verbally, is participating in a writing program after school. Steven, who is 14, will be writing a term paper and two twenty-page stories. This degree of rigor can be found in a good...

A. early entry program.
B. grade-skipping arrangement.
C. dual attendance arrangement.
D. special class placement.
E. cross-grade placement.

13. (comprehension) Jason, who is 12, has an IQ of 120, as measured by the Stanford-Binet. Because your state regulations require a score of 130 on any comprehensive test of intelligence, Jason has not been identified as gifted. When he took the SAT as part of a talent search, however, he performed as well as the 90th percentile of college-bound 12th graders. On the basis of this SAT score, Jason attended a summer program in Boulder, CO. According to reports from the program, Jason completed algebra I, geometry, and algebra II in two months, in addition to English 101, the college grammar and composition course for regular freshmen. Needless to say, the junior high math and English teachers are skeptical. They believe Jason should take the regular high school freshman courses along with the rest of the class. They want to know why you are trying to alienate Jason from his community.

This incident illustrates several problems peculiar to the practice, in a rural district, of which form of acceleration?

A. grade-skipping
B. early entry
C. cross-grade placement
D. home schooling
E. radical acceleration

14. (synthesis) Descriptions of the influence of economic disadvantage, isolation, and low occupational status on the incidence of giftedness in rural areas resembles such descriptions of giftedness among which other group?

A. urban and suburban youth
B. blacks
C. oriental children
D. children of the managerial occupational group
E. none of the above

15. (synthesis) A student who qualifies for the gifted program with a full scale IQ of 125 and a verbal and performance IQ of 103 and 142, respectively, is a good candidate for acceleration. This statement is ...

A. probably true.
B. probably false.

16. (analysis) Many, if not most, differences, including affective differences, between rural and suburban gifted youth can be conceived as a function of the long-standing historical struggle over allocation of resources that has existed between ...

A. blacks and whites.
B. Jews and gentiles.
C. money and barter economies.
D. town and country.
E. ignorant and educated persons.

17. (comprehension) Local norms will prove useful in identifying gifted children in rural districts because ...

A. local norms are more reliable than national norms since they are based on actual rather than hypothetical data.
B. local norms reflect the ethnic diversity of rural students more accurately.
C. national norms often fail to identify any gifted children in rural schools.
D. local norms will identify larger numbers of creatively gifted students, who are more prevalent in rural schools.
E. local norms are often used by local school districts.

18. (synthesis) Marion is 6. She reads on the 5th grade level. It is the middle of the year and you have been hired as the teacher of the gifted. You are concerned that Marion be permitted to pursue academic goals commensurate with her ability and achievement. Consider the following descriptions and accelerative options. Then carefully read the question and hypothesize the answer that, among the given options, is most defensible.

Descriptions --

School Characteristics: grades K-8; 4 classrooms, arranged as follows: (1) K-1-2; 3-4; 5-6; 7-8; student population: 67. The school has a full-time resource teacher who sees all the handicapped children.

Student Characteristics (group): mean IQ (N = 67) is 93; mean achievement (national norms) is 42nd percentile; there are two fifteen year old students in the 7-8 room. One is in seventh grade. Eight children are identified as educably mentally impaired (poor adaptive behavior, IQ < 70). Twelve children are identified as learning disabled.

Gifted Program: The program is two years old. You see two children in this school. The other child, a boy, is in the eighth grade. He is not performing nearly so well as Marion. Your program is academic in nature (reading and writing for Marion and algebra for the older child). You are scheduled to come to the school twice weekly; it means you don't get home until 6 those two days because you live 50 miles from the school.

Student Characteristics (Marion): Marion's parents are supportive; she is well-liked by her teacher and she seems to get along with her classmates. Marion has an IQ of 127 on the WISC-R, sufficient for placement in your program. Her standard scores on the Woodcock-Johnson Tests of Achievement are as follows: Reading Cluster, 132; Math Cluster 115; Written Language Cluster, 126; Knowledge Cluster 124. Her official grade placement is first grade; however, she reads with the second grade group in her classroom.

Administration: You work well with the principal and staff in this school, in part because you identified three children last year and in part because you enjoy the sense of community that characterizes this remote school. The principal is a teaching principal and serves as art, music teacher, and PE instructor.

Teachers: You feel the K-2 teacher is comparatively weak; her room feels disorganized and Marion is sullen about her position in the classroom. The 3-4 teacher, however, you feel is strong. This teacher is about 55, always wants to share her classroom experiences with you or talk about books; with 21 students, she has the largest class in the school, however. The fifth grade has a strong teacher also, but you're not certain how long he will remain because he's the third teacher to occupy the post this year. The 7-8 teacher, you believe, is hostile to children with learning problems. The resource room teacher seems pleasant, but you know she is looking for a coaching position at the high school in town.

Options --

1. Cross-grade placement in 5th grade for reading instruction.
2. Cross-grade placement in 4th grade for reading instruction.
3. Grade-skipping to 4th grade at the beginning of the next school year.
4. Special accelerated reading class taught by you two days per week and by the resource teacher 3 days per week.
5. Immediate promotion to third grade.

Question --

Which accelerative option, above, is most likely and which is least likely (respectively) to improve Marion's opportunities to pursue substantial academic goals now?

A. 1 (most) and 3 (least)
B. 1 (most) and 5 (least)
C. 1 (most) and 4 (least)
D. 2 (most) and 4 (least)
E. 2 (most) and 5 (least)

19. (analysis) One of the most consistently made observations of gifted children is that they resemble older children and that even in ordinary circumstances they learn faster than average children (cf. Daurio, 1979). Therefore, acceleration provides gifted children the opportunity to interact with intellectual peers because ...

A. the more intellectual teachers work at the higher grade levels.
B. older students are more intelligent than younger students.
C. younger students are more intelligent than older students.
D. older students resemble younger students more than younger students resemble older students.
E. older average students resemble younger gifted students.

20. (application) You are discussing options for gifted programming with your supervisor, the special education director. She asks you for information about the educational effectiveness and economic efficiency of different methods of providing acceleration, which she knows you endorse. Consider the articles listed below. Then decide which are probably good resources to give your boss.

1. Daurio (1979)
2. Kulik & Kulik (1984)
3. Christopherson (1981)

A. 1 only
B. 2 only
C. 3 only
D. both 1 and 2
E. both 2 and 3

21. (evaluation) Consider the following groups. The notion of cost-effectiveness is likely to concern which pair of groups the most?

GROUPS:

1. school psychologists
2. central office administrators
3. teachers of the gifted
4. parents

A. group 1 and 2
B. group 2 and 3
C. group 2 and 4
D. group 1 and 3
E. group 3 and 4

22. (knowledge) One sort of emotional problem is clearly associated with placement in an accelerated setting. Identify it, below.

A. increased drug use among older accelerates
B. passive aggressive personality among males
C. accelerated social-emotional development
D. juvenile delinquency
E. initial adjustment reactions

23. (knowledge) Which of the following arrangements is it most crucial to specify on every gifted child's Individualized Educational Plan (or similar document)?

A. learning style
B. IQ level
C. Type I enrichment activities
D. behavior management plan
E. acceleration plan

24. (application) Consider the following specifications for a performance objective:

1. (task)-- solve quadratic equations by completing the square
2. (conditions)-- a 10-item written quiz
3. (degree)-- 70% accuracy

Which of the following performance objectives embodies the preceding specifications <u>most completely and specifically</u>?

A. The student will get a C or better on all algebra quizzes.
B. The student will factor algebraic expressions on a ten item quiz with a grade of 70%.
C. The student will solve at least 7 out of 10 quadratic equations on an algebra quiz.
D. The student will take a quiz on solving quadratic equations by the method of completing the square and will score at least 70% on this quiz.
E. Following instruction on quadratic equations, the student will take a quiz and score 70% or better.

25. (knowledge) Which of the following provisions is most important in guaranteeing the gifted access to accelerated placements in rural areas?

A. establishment of a magnet school for the gifted
B. explicit policies on the way in which acceleration is to be implemented
C. state regulations for exceptional students
D. ample funding for gifted resource programs
E. adoption of the itinerant model for providing gifted services

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Name _____ Date _____

-- KEY --

1.	D	14.	B
2.	A	15.	B
3.	C	16.	D
4.	E	17.	C
5.	E	18.	D
6.	A	19.	E
7.	A	20.	D
8.	D	21.	C
9.	E	22.	E
10.	A	23.	E
11.	B	24.	D
12.	D	25.	B
13.	E		

Name _____ Date _____

answer sheet

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LESSON #1

Characteristics: Rural Gifted Students

I. Introduction/Goals

In studying rural gifted children and methods of individualizing educational programs for them, some cautions should be kept in mind. First, rural children are a diverse group. There is more difference between some groups of rural children than between rural and urban children in general. Low-income rural children, for example, are different from rural children whose family's income is average or above. Rural children who are isolated and who belong to cultural minorities are different from rural children whose families belong to the cultural mainstream. In addition, it is probable that the majority of rural children who have been identified as gifted according to commonly used standards, e.g. achievement or IQ scores in the 95th percentile or above on national norms, are more like middle-class urban and suburban children than like most rural children. Consequently, the characteristics of identified gifted children may not be very helpful in identifying bright rural children whose whose academic achievement has been inhibited by lack of support for their education. The subjective identification methods sometimes adopted in the belief that they are more culture-fair than standardized tests, may be less culture-fair than they seem. Teacher nominations based on checklists of characteristics of gifted children may locate those children whose behavior is most like that of middle-class children; they may fail to identify those rural children who have the highest level of academic achievement within their peer group.

This lesson includes readings and discussion about characteristics of gifted rural and low-income children. It identifies some cultural issues and their impact on the children's academic, social, and emotional development. Although the readings were not written during this decade, their findings are still relevant and have implications for contemporary programs for rural gifted children.

II. Performance Objectives

After completing this lesson, students will be able to describe the characteristics of rural gifted students by...

* comparing the developmental histories of rural gifted students with those of other gifted students by correctly answering a multiple-choice question at the analysis level of Bloom's hierarchy of educational objectives;

* contrasting the cognitive strengths and weaknesses of rural gifted students with those of other gifted students by correctly answering a multiple-choice question at the analysis level of Bloom's hierarchy of educational objectives.

III. Procedures

A. Lesson Introduction

The instructor should introduce the lesson by pointing out that characteristics only represent trends and should not be considered to describe every individual in the group. The cautions specific to characteristics of the population of rural gifted children (presented in the Introduction/Goals section) should also be mentioned. The first activity is designed to illustrate the limitations of characteristics in describing groups and individuals.

B. Lesson Format

1. Transparency 1-1 (p. 52) presents examples of generalizations about rural students; Some of the examples are supported by empirical research; some are based on subjective observation. These generalizations should be presented to the class item by item as the instructor asks the students if they have read or heard that the item characterizes rural students. The instructor should ask if the characteristics seem true in light of the students' personal experience. (The first, third, and fourth items are often cited in the literature, but recent studies have found no support for them. The other items are supported by at least one research study.) In the course of the discussion, the instructor should ask why there is disagreement about the characteristics.

2. The instructor should divide the class into groups of 4 or 5 students to discuss the readings. Handout 1-2 presents a list of characteristics of rural families and youth and provides discussion questions based on the list and the required readings.

3. After the groups have discussed the questions, the instructor should go over them with the class so that the students can compare and integrate ideas.

4. Following this discussion, the instructor should hand out the quiz on characteristics of rural and disadvantaged children.

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C. Time Allocations

1. introduction and comments = 5 minutes
2. discussion based on transparency 1-1 = 10 minutes
3. small group discussion of readings = 20 minutes
4. class discussion of questions = 15 minutes
5. assessment of the lesson = 5 minutes
6. TOTAL LESSON = 55 minutes

IV. Materials

A. transparency 1-1, characteristics of rural students

B. handout 1-1, list of characteristics and discussion questions on gifted children from low-income or rural families

C. handout 1-2, quiz on characteristics of rural and low-income gifted children

V. Readings

A. Required Reading

1. Frierson, E.C. (1965). Upper and lower status gifted children: A study of differences. Exceptional Children, 32(2), 83-90.

2. Case study of a gifted child from southern Appalachia (included in readings section of the module)

B. Additional Reading

1. Kitano, M. & Kirby, D. (1986). Gifted education: A comprehensive view (pp. 320-325). Boston: Little, Brown.

2. Kuvesky, W. (1973). Rural youth: Current status and prognosis. In D. Gottlieb (Ed.), Youth in contemporary society (pp.321-345). Beverly Hills: Sage Publications.

3. Tisdall, W.; Brown, D.; Bynum, C.; & Robinson, S. (1972). Junior--gifted and disadvantaged. In B.B. Hauck and M.F. Freehill (Eds.), The gifted - Case studies (pp. 86- 104). Dubuque: Wm. C. Brown Company Publishers.

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VI. Assessment

The effectiveness of this lesson may be assessed through a quiz [handout 1-2] over the content presented through the readings and class activities. The quiz is to be administered at the end of the lesson. The answers are (1) c, (2) d, (3) a, (4) b, (5) b, (6) e, (7) e, (8) b, (9) c, (10) a.

LESSON #2

Identification: Rural Gifted Children

I. Introduction/Goals

The cultural factors described in lesson #1 help determine the nature of the rural children's schooling in that they affect the children's and the parents' attitudes toward school and what is taught there. In addition, the same factors affected many of the children's teachers when they were in school. Although these teachers are as conscientious and hard-working as urban or suburban teachers, their education often suffered from the same lack of community resources and commitment to intellectual concerns as that of their students. Because they were not exposed to an excellent education system with sufficient money and a public committed to high educational standards, rural teachers' expectations regarding student achievement are sometimes far too low. Consequently, bright children in rural school districts are seldom challenged to achieve to potential. They are in a "disadvantaged" school system. In some systems, the longer rural students are in school the further their performance falls below that of the national norm.

The effects of historically under-funded schools are felt by all the students, but gifted students are more likely to "bump against the ceiling" of low expectations and a limited curriculum than are other students. To counteract these effects, bright rural students should be identified and provided instruction commensurate with their academic ability. This lesson reviews the academic performance of rural students and suggests a means of identifying children who are bright (high-IQ or high achievement), but who have not had educational opportunities comparable to those of students from more affluent areas.

II. Performance Objectives

Upon completion of the lesson students will describe the characteristics of rural gifted students by ...

* identifying on a multiple-choice test item student identification practices that do not discriminate against rural gifted students.

III. Procedures

A. Lesson Introduction

The instructor should introduce the lesson by pointing out the importance of identifying bright rural children and providing them an education that will develop their abilities. The instructor should present the proposition that the norms of most intelligence and achievement tests are not necessarily appropriate as standards for local exceptional child programs.

B. Lesson Format

1. To illustrate some of the problems in using norm-referenced tests to identify culturally different gifted children, the instructor should have students complete the Quick-Scoring Liberal Arts Aptitude Scale [handout 2-1].

2. After students have completed handout 2-1, the instructor should place transparency 2-1, which presents the "answers" to the test, on the overhead projector and discuss the answers with the students.

3. The instructor should then divide the students into groups of 4 or 5 members to discuss the characteristics of gifted schools and the readings by using the discussion questions on handout 2-2.

4. After the small groups have completed their discussions the instructor should have the class, as a group, compare their responses to the discussion questions.

5. The instructor should administer the quiz [handout 2-3] on identifying and programming for gifted, rural students.

C. Time Allocations

1. lesson introduction = 3 minutes
2. completion of Quick-Scoring Liberal Arts Aptitude Scale = 10 minutes
3. presentation of answers = 5 minutes
4. small group discussion = 20 minutes
5. large group discussion = 15 minutes
6. assessment of the lesson = 5 minutes
7. TOTAL LESSON = 58 minutes

IV. Materials

A. handout 2-1, Quick-Scoring Liberal Arts Aptitude Scale

B. transparency 2-1, answers to Quick-Scoring Liberal Arts Aptitude Scale

C. handout 2-2, rural schools and the achievement of gifted children

D. handout 2-3, quiz on identifying rural gifted children

V. Readings

A. Required Reading

1. Optimal evaluation practices, pages 35-39, in chapter 2 of Teaching Gifted Children by Howley et al.

B. Additional Reading

1. Horn, J. & Davis, P. (Eds.). (1985). Education and equity in rural America: 1984 and beyond. Proceedings of the Annual Rural and Small Schools Conference. Manhattan, Kansas, October 29-30, 1984. (ERIC Document Reproduction Service No. ED 254 358)

2. Maker, C.J., Morris, E., & James, J. (1981). The Eugene Field project: A program for potentially gifted young children. In Balancing the scale for the disadvantaged gifted. Ventura, CA: Ventura County Superintendent of Schools Office.

VI. Assessment

The effectiveness of this lesson may be assessed through a quiz [handout 2-3] on the content presented in readings and class discussion. The quiz is to be administered at the end of the lesson. The answers are (1) d, (2) a, (3) b, (4) b, (5) b, (6) a, (7) c, (8) b, (9) b (10) a.

LESSON #3

Acceleration: Pros and Cons

I. Introduction/Goals

This module explores the uses of accelerative strategies in the instruction of rural gifted children. The third lesson asks students to debate the benefits and limitations of acceleration. The debate is designed to illustrate the issues that often arise when educators consider acceleration as an option for any group of gifted students. These issues include concerns about the cognitive effects of acceleration as well as the more typical concerns about the social and emotional ramifications of acceleration.

As a result of the debate, students will begin to analyze arguments supporting and opposing acceleration. They should be able to identify their own views on acceleration and compare and contrast these with the views of other students, the instructor, and the authors of the assigned readings.

II. Performance Objectives

After completing this lesson, preservice teachers of the gifted will be able to discuss the pros and cons of acceleration by ...

* identifying at least one advantage of acceleration;
* describing teachers' and administrators' typical concerns about acceleration;
* describing arrangements that facilitate acceleration.

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III. Procedures

A. Lesson Introduction

The instructor should introduce the lesson briefly. Several points should be included in the introduction: (1) that "acceleration" refers to any of a number of strategies that allow students to complete school early, (2) that acceleration will be considered as a method for addressing the instructional needs of gifted students in rural schools, (3) that acceleration has benefits and limitations, (4) that people do not always evaluate the benefits and limitations of acceleration accurately, and (5) that people often respond emotionally rather than rationally to discussions about acceleration.

The instructor should then explain the format of the lesson and divide the class into two groups.

B. Lesson Format

1. The format of this lesson requires that students prepare for the debate in two groups: one supporting acceleration, the other opposing it. From each group, a debate team of three students is selected. The entire membership of each group, however, is involved in the preparation of the opening statement.

2. Following the lesson introduction, the two groups meet for approximately 15 minutes to prepare opening statements. The process of preparing opening statements is structured by having each group discuss and answer a set of questions to focus their attention on either the benefits or the limitations of acceleration [handouts 3-1 and 3-2]. Each group prepares an opening statement of no longer than 5 minutes duration that is delivered by one of its debate team members.

3. After the opening statements are delivered, each debate team makes a spontaneous rebuttal of the other team's opening statement. The two rebuttals should each last 3 minutes. Each team then confers for a few minutes to prepare a closing statement of no longer than 3 minutes duration.

4. Following the closing statements, the students in both groups evaluate the merits of the arguments supporting and opposing acceleration using the debate evaluation form [handout 3-3].

C. Time Allocations

1. lesson introduction = 4 minutes
2. preparation of opening statements = 15 minutes
3. delivery of opening statements = 10 minutes
4. rebuttals = 6 minutes
5. team conferences to prepare closing statements = 3 minutes
6. closing statements = 6 minutes
7. evaluation of the arguments = 5 minutes
8. assessment of the lesson = 4 minutes
9. TOTAL LESSON = 53 minutes

IV. Materials Needed

A. handout 3-1, focusing questions for arguing in favor of acceleration (copies for half of the students in the class)

B. handout 3-2, focusing questions for arguing against acceleration (copies for half of the students in the class)

C. handout 3-3, debate evaluation form (copies for all of the students in the class)

D. handout 3-4, lesson assessment form (copies for all of the students in the class)

E. timer or stop-watch

V. Readings

A. Required Reading

pages 135-140 in chapter 5 of Teaching Gifted Children by Howley, Howley, and Pendarvis [reference 3-1]

B. Additional Reading

Keating, D. (1979). The acceleration/enrichment debate: Basic issues. In W.C. George, S.J. Cohn, & J.C. Stanley (Eds.), Educating the gifted: acceleration and enrichment (pp. 217-219). Baltimore: The Johns Hopkins University Press.

IV. Assessment

The effectiveness of this lesson is assessed through the use of a form that rates the relevance of the lesson to students' previous experiences and future teaching plans [handout 3-4]. Since the purpose of the lesson is to introduce the discussion of acceleration as an option for rural gifted students by exploring attitudes toward acceleration, its outcomes are primarily affective. The use of a self-report rating scale is a suitable means of assessing the affective outcomes of this lesson.

LESSON #4

Research on Acceleration

I. Introduction/ Goals

The purpose of this lesson is to familiarize prospective teachers with the results of research on the outcomes of acceleration. The reading for the lesson provides information which will help teachers address their own and others' concerns over the possible ill-effects of moving gifted children to higher levels of the school program. It reviews the research and concludes that professionals' reluctance to accelerate the gifted is unwarranted in view of the clearly positive research findings and the lack of substantial negative effects.

In reviewing and discussing the reading, students will find that, in general, gifted children who are accelerated show greater gains in academic achievement than other gifted children their age. The fear that acceleration will have an adverse effect on learning by producing gaps in basic skills and superficial understanding of school subjects is not confirmed by research. Popular opinion to the contrary, the academic gains are achieved without sacrificing social and emotional health. The research on accelerated students has found no significant difference between their social and emotional development and that of nonacclerated students.

II. Performance Objectives

After completing this lesson, the students will be able to cite research to support the use of acceleration as a method to individualize instruction for gifted students by...

* on a multiple-choice test item identifying at least one cognitive outcome of acceleration;

* on a multiple-choice test item identifying at least one affective outcome of acceleration.

III. Procedures

A. Lesson Introduction

The instructor should begin by telling the class that after reviewing research on acceleration, Daurio (1984), in "Enrichment versus Acceleration: A Review of the Literature," and Kulik and Kulik (1984), in "Effects of Accelerated Instruction on Students," conclude that acceleration contributes significantly to the academic growth of gifted children without adversely affecting their social and emotional development. The purpose of this lesson is to discuss the research on cognitive and affective outcomes of acceleration presented in the readings and to determine whether the authors' conclusions seem warranted.

B. Lesson Format

1. The instructor places a chart [transparency 4-1] for summarizing the research described in the Daurio article on the overhead projector and explains to the students that they will be completing a similar chart in order to analyze and discuss the findings of the major studies on acceleration. The instuctor should mention each of the variables identified on the chart and ask the class for examples of what might go under each heading. After the students have given examples and asked questions if needed, the instructor hands out the chart to be completed [handout 4-1]. On the first line of that chart is an example of how the Terman & Oden study <u>could</u> be described according to the variables on the chart.

2. Have students complete the chart individually or in pairs. The chart is lengthy. If the instructor and students prefer, the task of completing it can be divided so that one individual or pair works on one or two pages and others work on other pages. It should help the students to evaluate the generalizations of each of the major studies summarized by Daurio.

3. Lead the students in a comparison of their descriptions of each study, and have them use their analyses in answering the discussion questions provided on handout 4-2.

4. The instructor should administer the formative quiz [handout 4-3] to determine whether the students are able to identify the cognitive and affective outcomes of research on acceleration.

C. Time Allocations

1. introductory comments = 5 minutes
2. completion of charts = 30 minutes
3. large group discussion = 20 minutes
4. assessment of the lesson = 5 minutes
5. TOTAL LESSON = 60 minutes

IV. Materials Needed

A. transparency 4-1, research summary chart
B. handout 4-1, research summary chart
C. handout 4-2, discussion questions on acceleration research
D. handout 4-3, quiz on the effects of acceleration

V. Readings

A. Required Reading

1. Daurio, S.P. (1979). Educational enrichment versus acceleration: A review of the literature. In W. George, S. Cohn, & J. Stanley, (Eds.), Educating the gifted: Acceleration and enrichment. Baltimore: The Johns Hopkins University Press. Read pages 13-17, 24-27, and 41-53.

2. Kulik, J. & Kulik, C. (1984). Effects of accelerated instruction on students. Review of Educational Research, 54 (3), 409-425.

B. Additional Reading

1. Alexander, P. & Skinner, M. (1980). The effects of early entrance on subsequent social and academic development: A follow-up study. Journal for the Education of the Gifted, 3 (3), 147-150.

2. Pressey, S. (1967). "Fordling" accelerates ten years after. Journal of Counseling Psychology, 14, 73-80.

3. Roedell, W.C.; Jackson, N.E.; & Robinson, H.B. (1980). Gifted young children. NY: Teachers College Press.

IV. Assessment

A quiz may be administered at the end of this lesson. The quiz [handout 4-3] will help assess the lesson's effectiveness in teaching the literature on cognitive and affective outcomes of acceleration. The answers are (1) c, (2) a, (3) e, (4) d, (5) d, (6) d, (7) b, (8) c, (9) c, (10) a.

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LESSON #5

Comparison of Educational Strategies

I. Introduction/Goals

The purpose of this lesson is to compare the effectiveness of acceleration with the effectiveness of other strategies used in gifted education. These other strategies are (1) enrichment in a resource room or center; (2) independent study in the regular classroom; and (3) grouping. Although no direct comparison has been made through empirical research studies, each method has been studied separately, and their differences can be examined in a qualitative fashion.

For purposes of this module, enrichment is defined as extracurricular; it provides instruction in subjects that are not usually offered in the regular school curriculum at a particular grade level. According to this definition, instruction in photography, filmmaking, dance, or astronomy would be considered enrichment in most schools because they are not part of the regular curriculum. French, geometry, or biology would be considered enrichment in most elementary schools although those subjects would <u>not</u> be considered enrichment in the high schools, where they are taught on a regular basis.

Enrichment classes for gifted children are often taught on about the same grade level as the gifted children's other classes, that is at the level of their chronological age. Enrichment classes usually meet once or twice a week in a special resource room in the school building or in a center where children from several schools meet for their class.

Independent study in the regular classroom often takes the form of enrichment; much less often, it allows accelerated progress. Independent study materials may be highly structured, for example, programmed textbooks or workbooks; or they may be unstructured, for example, task cards, which might simply suggest a project, for example, "Research the history of automobiles."

The academic effects of enrichment classes and independent study in the regular classroom are less clearly positive than the effects of acceleration; and, like acceleration, these instructional methods seem to have no serious negative effects on students' emotional or social development. Grouping high ability students together for instruction promotes academic growth, but the gains reported in the literature are not as great as when students are accelerated. This instructional method does not seem to have an adverse effect on gifted students' social or social development.

II. Performance Objectives

Upon completing this lesson, students will be able to cite research to support the use of acceleration as a method to individualize instruction for gifted students by...

* comparing the effectiveness of acceleration as an instructional intervention with the effectiveness of other instructional interventions for gifted students by correctly answering a multiple-choice test item at the analysis level of Bloom's hierarchy of educational objectives.

III. Procedures

A. Lesson Introduction

The instructor should briefly explain the purpose of this lesson and then present the educational strategies by referring to the transparency (5-1), which lists the strategies to be compared. The transparency gives some examples of each strategy; and the instructor should ask the students to give other examples.

B. Lesson Format

1. The instructor should lead the class in a discussion of the effectiveness of different instructional methods for gifted students. Include in the discussion those questions provided on handout 5-1.

2. Place the transparency describing Marian, a gifted child, on the overhead projector and ask the students to pretend that Marian's parents have requested that she be accelerated. Give students time to read and ask questions about the information on the overhead.

3. Divide the students into groups of four members each. Have two students role-play Marian's parents, one student take the role of a teacher, and one student take the role of a principal. Have the group discuss the possibility of acceleration for Marian. Each group should (1) arrive at a decision as to whether Marian should be accelerated or not and (2) decide on an instructional intervention(s) that should be used to individualize Marian's education.

4. After the students have reached their decisions in small groups, the instructor should guide a discussion that compares the groups' decisions and rationales.

5. Administer the formative quiz [handout 5-2] to assure that the students can compare various instructional methods used with gifted students.

C. Time Allocations

1. introductory comments = 5 minutes
2. class discussion = 20 minutes
3. description of Marian = 5 minutes
4. role-playing = 15 minutes
5. class discussion = 10 minutes
6. assessment of the lesson = 5 minutes
7. TOTAL LESSON = 60 minutes

IV. Materials Needed

A. transparency 5-1, instructional interventions
B. handout 5-1, discussion questions on interventions
C. transparency 5-1, description of Marian
D. handout 5-2, quiz on interventions

V. Readings

A. Required Reading

1. Pages 17-24 from Daurio (See lesson # 2, required readings.)
2. Pages 86-88, "Resource Programs," Howley, et al. (1986)
3. Pages 248-251, "Independent Study," Howley, et al. (1986)

B. Additional Reading

1. Hanninen, G.E. (1984). Effectiveness of a preschool program for the gifted and talented. Journal for the Education of the Gifted, 7 (3), 192-204.
2. Tremaine, C.D. (1979). Do gifted programs make a difference? The Gifted Child Quarterly, 23 (3), 500-517.

IV. Assessment

A quiz [handout 5-2] may be administered at the end of the lesson. This quiz will indicate whether the lesson has been effective in enabling students to compare acceleration with other educational strategies often used to individualize instruction for gifted students. The answers are (1) c, (2) b, (3) c, (4) a, (5) b, (6) b, (7) b, (8) a, (9) b, (10) a.

LESSON #6

Types of Acceleration

I. Introduction/Goals

The purpose of this lesson is to examine the various ways in which acceleration can be accomplished. Often the term "acceleration" brings to mind the practice of grade-skipping. This practice is, however, just one type of acceleration. Being aware of the many types of acceleration will help teachers plan more effectively for gifted students in rural settings. This lesson presents six types of acceleration that can be implemented in rural schools: (1) grade-skipping, (2) cross-grade placement, (3) early entry, (4) dual attendance, (5) special class placement, and (6) radical acceleration. These strategies are defined in the reading, "Types of Acceleration."

II. Performance Objectives

After completing this module, preservice teachers of the gifted will be able to explain the various ways in which acceleration can be accomplished by ...

* identifying on a multiple-choice test item grade skipping as a form of acceleration;

* identifying on a multiple-choice test item cross-grade placement as a form of acceleration;

* identifying on a multiple-choice test item early entry as a form of acceleration;

* identifying on a multiple-choice test item dual attendance as a form of acceleration.

* identifying on a multiple-choice test item special class placement as a form of acceleration;

* identifying on a multiple-choice test item radical acceleration as a form of acceleration.

III. Procedures

A. Lesson Introduction

The instructor should begin by explaining that the purpose of this lesson is to discuss various types of acceleration and their use in rural schools.

B. Lesson Format

1. Using transparencies 6-1 to 6-6, the instructor should list and discuss each of the six types of acceleration.

2. Then the instructor should divide the class into small groups (of four or five students) to discuss the applicability of various acceleration strategies to rural school situations. Each group should answer the discussion questions provided in handout 6-1.

3. The instructor should then guide a large group discussion in which each group shares its answers to the discussion questions.

4. Finally, the instructor should administer the formative quiz [handout 6-2] to assure that the students are able to identify the six types of acceleration.

C. Time Allocations

1. introductory comments = 2 minutes
2. presentation of the types of acceleration = 18 minutes
3. small group discussion = 15 minutes
4. large group discussion = 10 minutes
5. assessment of the lesson = 5 minutes
6. TOTAL LESSON = 50 minutes

IV. Materials Needed

A. transparencies 6-1 to 6-6, types of acceleration

B. handout 6-1, discussion questions

C. handout 6-2, quiz on types of acceleration

V. Readings

A. Required Reading

1. Types of acceleration (included in readings)

2. pages 140-154 in chapter 5 of Teaching Gifted Children by Howley et al., [reference 1-1]

3. Christopherson, S.L. (1981). Developmental placement in the regular school program. G/C/T, (19), 40-41.

B. Additional Reading

1. Braga, J. (1971). Early admission: Opinion versus evidence. The Elementary School Journal, 72 (1), 35-46.

2. Fund for the Advancement of Education. (1957). They went to college early. Evaluation Report No. 2. NY: Fund for the Advancement of Education.

3. Witters, L. & Vasa, S. (1981). Programming alternatives for educating the gifted in rural schools. Roeper Review, 3 (4), 22-24.

VI. Assessment

A quiz may be administered at the end of the lesson. This quiz [handout 6-2] will indicate whether or not students are able to identify the different types of acceleration that can be used in rural schools. The answers are (1) d, (2) a, (3) a, (4) c, (5) e, (6) b, (7) c, (8) c, (9) a, (10) e.

LESSON #7

Implementing Acceleration in Rural Schools

I. Introduction/Goals

Some characteristics of rural families and rural schools make it difficult to implement certain kinds of educational programs for gifted students. Nevertheless, such programs may be necessary in order for these bright students to achieve to potential. This lesson considers the educational implications of the characteristics of rural families and schools and explains ways in which accelerative options can address the needs of rural gifted students. It suggests the methods needed to implement acceleration in rural districts. Finally, it offers ideas for helping rural gifted students adjust to accelerated placements.

II. Performance Objectives

After completing this lesson, preservice teachers of the gifted will be able to relate acceleration strategies to the particular needs of rural gifted student by ...

* identifying on a multiple-choice test item ways in which acceleration enables rural gifted students to pursue academic goals;

* identifying on a multiple-choice test item ways in which acceleration enables rural gifted students to interact with intellectual peers;

* recognizing on a multiple-choice test item data that show the cost-effectiveness and educational effectiveness of acceleration in rural districts;

* identifying on a multiple-choice test item procedures to enable rural students to adjust to accelerated placements.

III. Procedures

A. Lesson Introduction

The instructor should begin by referring to the distinction between recommendations based on research and implemented practices. Though the effectiveness of acceleration has been widely established, it is not widely practiced. The instructor might cite the Richardson Foundation report of Cox et al. (1985). Cox et al. found that the systems most likely to practice moderate acceleration were those which had already established a fairly wide range of supplementary programs. Only districts that practiced moderate acceleration also practiced radical acceleration. Acceleration was practiced largely by affluent urban and suburban districts (Cox et al., 1985). Implementing programs of acceleration in rural districts is, then, likely to require consideration of special issues.

B. Lesson Format

1. The instructor should lead the class in a discussion of the preliminary reading.

2. The instructor should introduce the primary class activity, the consideration of a case study of a rural school district confronted with program alternatives.

3. The instructor should divide the class into at least 2 small groups and distribute sufficient copies of the case profile to each group [handout 7-1].

4. Following small group discussions, group secretaries should present the conclusions of their group to the class.

5. The instructor should administer the short formative quiz [handout 7-2] on implementing accelerative strategies for gifted, rural students.

C. Time Allocations

1. lesson introduction = 3 minutes
2. discussion of reading = 10 minutes
3. small group discussion = 20 minutes
4. presentations to large group = 12 minutes
5. assessment of the lesson = 5 minutes
6. TOTAL LESSON = 50 minutes

IV. Materials Needed

A. handout 7-1, "Implementing Acceleration: A Simulated Case"

B. Woodcock-Johnson Tests of Achievement

D. quiz (handout 7-2) on implementing accelerated programs in rural schools

V. Readings

A. Required Reading

1. Educating rural gifted students (included in readings section of the module)

B. Additional Reading

1. Christopherson, S. (1981). Developmental placement in the regular school program. G/C/T (19), 40-41.

2. Cox, J., Neil, D., & Boston, B. (1985). The Richardson study survey. In Educating able learners: Programs and promising practices, pp. 29-42.

3. Cox, J. Neil, D., & Boston, B. (1985). Fragmentation: The pull-out model. In Educating able learners: Programs and promising practices, pp. 42-44.

4. Howley, A., Howley, C. & Pendarvis, E. (1986). Curriculum change. In Teaching gifted children: Principles and strategies, pp. 228-232. Boston: Little, Brown & Co.

VI. Assessment

An optional quiz (handout 7-2) may be administered following this lesson. The quiz will indicate the pre-service teachers' mastery of the material covered in the required reading and in the class discussion. The answers are (1) t, (2) f, (3) f, (4) f, (5) f, (6) t, (7) f, (8) t, (9) t, (10) f.

LESSON #8

Issues: Rural Gifted Students
with Handicaps

I. Introduction/Goals

This lesson presents methods to identify and provide instruction to rural gifted students with handicaps. Prior to class, students will have read an article on the characteristics of gifted handicapped children. The lesson will involve a lecture based on a content outline and transparencies supplied in the module. A handout is provided to help focus the discussion that follows the lecture. The goal of the lesson is to familiarize students with the types of handicaps that, on rare occasions, coexist with giftedness in students. The concurrence of handicaps is related in lecture and discussion to the phenomenon of underachievement among the gifted.

II. Performance Objectives

After completing this lesson, preservice teachers of the gifted will be able to identify major issues in educating handicapped gifted students who live in rural areas by...

* identifying on a multiple-choice test item the coincidence of giftedness with behavioral disorders;

* identifying on a multiple-choice test item the coincidence of giftedness with learning disabilities;

* identifying on a multiple-choice test item strategies useful in developing programs for gifted handicapped students in rural areas.

III. Procedures

A. Lesson Introduction

The instructor should begin by reviewing the purposes of the lesson and pointing out to students that researchers have taken an interest in gifted children who are also handicapped.

B. Lesson Format

1. Using the lecture content outline and transparencies [8-1 through 8-3], the instructor should lecture on the relationship between underachievement, handicapping conditions, and giftedness and on strategies for educating gifted children with handicaps.

2. Following the lecture, the instructor should lead a discussion using the focusing questions [handout 8-1].)

3. Following the discussion, the instructor should administer the formative quiz on gifted handicapped children [handout 8-2].

C. Time Allocations

1. lecture = 30 minutes
2. discussion = 15 minutes
3. assessmesnt of the lesson = 5 minutes
4. TOTAL LESSON = 50 minutes

IV. Materials Needed

A. lecture outline

B. transparency 8-1, underachievement as a characteristic of handicapped gifted

C. transparency 8-2, learning disabilities, behavior disorders and the gifted

D. transparency 8-3, strategies for handicapped gifted

E. handout 8-1, focusing questions for discussion

F. handout 8-2, quiz on working with handicapped gifted students

V. Readings

A. Required Reading

1. Wolf, J. & Gygi, J. (1981). Learning disabled and gifted: Success or failure? Journal for the Education of the Gifted, 4(3), 199-206.

2. Fearn, L. (1982). Underachievement and the rate of acceleration. The Gifted Child Quarterly, 26(3), 121-125.

B. Additional Reading

1. Howley, A., Howley C., & Pendarvis, E. (1986). Handicapped gifted students. In Teaching gifted children: Principles and strategies (pp. 344-349). Boston: Little, Brown.

2. Whitmore, J. (1981). Gifted children with handicapping conditions: A new frontier. Exceptional Children, 48(2), 106-113.

3. Ysseldyke, J. & Algozzine, B. (1982). Bias among professionals who erroneously declare students eligible for special services. Journal of Experimental Education, 50(4), 223-228.

VI. Assessment

The effectiveness of this lesson may be assessed through a brief quiz [handout 8-2] on the contents of the lecture. The answers are (1) t, (2) t, (3) t, (4) f, (5) t, (6) t, (7) f, (8) f, (9), (10) t.

Lecture Content Outline:

Identifying and Instructing Rural Gifted Students with Handicaps

(Lesson # 8)

suggested background readings for instructor:

Carrier, J. (1983). Masking the social in educational knowledge: The case of learning disability theory. American Journal of Sociology, 88(5), 948-974.

Howley et al., (1986). Underachievement: Luck, effort, or destiny? and Behavior modification Chapter 11 (pp. 322-354) and a section of Chapter 9 (pp. 287-291) in Teaching gifted children: Principles and strategies. Boston: Little, Brown.

I. Handicapping conditions as causes of underachievement

A. Promoting achievement: a prime mission of gifted programs

B. Underachievement is a characteristic of gifted students

1. measured potential exceeds measured achievement

2. cause of underachievement usually obscure

3. possible causes of underachievement among gifted

a. school factors

b. family factors

c. handicaps

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(Put Transparency 8-1, Underachievement as a Characteristic of Gifted Handicapped, on overhead projector.)

II. Underachievement as characteristic of gifted handicapped

A. Handicaps by definition interfere with normal functioning

B. Normal functioning in school context = achievement commensurate with ability

C. Measures of achievement

1. grades

2. norm-referenced tests

3. criterion-referenced tests

D. Other effects of handicaps

1. social distance

2. reduced life chances

(Place transparency 8-2, Learning Disabilities, Behavior Disorders, and the Gifted, on the overhead projector.)

III. Learning Disabilities and the Gifted

A. The CNS theory of LD

B. The achievement-ability discrepancy symptomology of LD

C. Social and emotional concomitants of LD

D. The irony of a large discrepancy combined with above-normal achievement among the LD gifted: LD programs not appropriate; gifted programs not appropriate either

IV. Behavior Disorders and the Gifted

A. The difference between developmental and remedial affective programs

B. The criterion of BD: serious social/emotional problems of long duration

C. Prevalence of BD among the gifted (less than 3% of the gifted)

(Place Transparency 8-3, Strategies for Handicapped Gifted, on the overhead projector.)

V. Strategies for Handicapped Gifted

A. Academic strategies for both LD and BD gifted

1. do not place in remedial program with slower children

2. academic program (not process remediation)

a. remedial (improvement by teaching skills not mastered; e.g., long division)

b. compensatory (improvement by teaching alternative academic strategies; e.g., decoding skills in place of sight-word vocabulary; use of calculator in place of memorization of facts.

B. Behavior modification for LD and BD gifted

1. to structure task completion

2. to promote internal control (through predictable consequences)

3. promote completion of more difficult assignments

a. gifted handicapped tend to be perceived as handicapped rather than as gifted; goals set too low

VI. Giftedness, handicaps, and underachievement in rural areas

A. Poverty as an influence on underachievement

B. Cultural difference and underachievement

C. LD as a cultural phenomenon

Ref: Carrier, J. (1983). Masking the social in educational knowledge: The case of learning disability theory. American Journal of Sociology, 88(5), 948-974.

(Carrier argues that the LD symptomology masks the fact that many cases of underachievement classified as learning disabilities are in fact not caused by organic deficits in basic psychological processes, but by the schooling accorded various social groups.

LESSON #9

IEPs for Rural Gifted Students

I. Introduction/Goals

Very few educators take issue with the tenet that instruction should be geared to children's aptitude, and most would agree that exceptional children are often provided instruction that is at an inappropriate pace or level. In order to improve education for exceptional childen, federal law requires that individualized education programs (IEPs) be developed for all children identified as handicapped. Some states have applied this requirement to programs for gifted children as well.

IEPs specify annual goals and objectives for a particular child, the special education services needed for the child to accomplish the goals and objectives, how accomplishment will be measured, and the educational settings in which special instruction will be provided. The multidisciplinary approach used in developing IEPs is intended to insure that different alternatives are considered in planning special education geared to the individual child's level of performance in academic subjects.

Teachers who understand the purposes and procedures of IEP development will be able to secure the most effective instructional options for their gifted students. This lesson includes readings and a simulation intended to help prepare future teachers in rural schools to participate effectively in efforts to provide gifted students instruction that is commensurate with their aptitude.

II. Performance Objectives

Upon completion of this lesson, students will be able to develop IEPs that incorporate acceleration strategies by ...

* identifying on a multiple-choice test item instructional goals to accomplish acceleration;

* identifying on a multiple-choice test item performance objectives that correspond to goals of acceleration;

* identifying on a multiple-choice test item educational service options that enable students to accelerate their learning in rural schools.

III. Procedures

A. Lesson Introduction

The instructor should briefly define IEPs, their purposes, and their components. During the introduction, transparency 9-1 should be placed on the overhead projector; it lists the components required by Public Law 94-142. The instructor should remind the class about Junior, the gifted rural high-school student about whom they read in the first of these nine lessons. The class is to develop IEPs for him. Because the Lincoln School no longer exists and because most rural students do not have access to special, residential schools, the IEPs are to be based on other, more typical, resources. Students who are majoring in elementary education may want to use only Junior's earlier history and elementary-school test scores to develop a plan that would have been appropriate for him when he was between 6 and 12 years old. (The IEP is usually developed as an annual plan, but it should take into consideration the child's future schooling.) Secondary education majors should develop IEPs for one year of Junior's junior or senior high school education.

B. Lesson Format

1. The instructor should place transparency 9-2 (inappropriate and appropriate goals for gifted students) on the overhead projector for discussion with the class.

2. Transparency 9-3 (inappropriate and appropriate objectives for gifted students) should be placed on the overhead projector for discussion with the class.

3. The instructor should then divide students into 5-member groups and ask them to read the test profile of Junior [transparency 9-4] so that they can role-play an IEP development committee. For this simulation of an IEP meeting, the instructor should hand out the simulation checklist [handout 9-1] and ask each group to follow it.

4. After the simulation, the instructor should lead the class in a discussion of problems or questions that arose in making decisions about (1) goals and objectives, (2) placement alternatives, and (3) evaluating the student's accomplishment of goals and objectives.

C. Time Allocations

1. lesson introduction = 5 minutes
2. discussion of goals = 5 minutes
3. discussion of objectives = 5 minutes
4. IEP simulation = 30 minutes
5. discussion of simulation = 15 minutes
6. assessment of the lesson = 5 minutes
7. TOTAL LESSON = 65 minutes

IV. Materials Needed

A. transparency 9-1, components of IEP

B. transparency 9-2, goals for gifted students

C. transparency 9-3, objectives for gifted students

D. transparency 9-4, Junior

E. handout 9-1, IEP simulation checklist

F. blank IEP forms from a local school district (not included in module)

G. handout 9-2, formative quiz

V. Readings

A. Required Reading

1. Pages 106 - 120 in Howley et al., Teaching gifted children.

B. Additional Reading

1. Tisdall, W.; Brown, D.; Bynum, C.; & Robinson, S. (1972). Junior--gifted and disadvantaged. In B.B. Hauck & M.F. Freehill (Eds.), The gifted - Case studies (pp. 86-104). Dubuque: Wm. C. Brown Company Publishers.

IV. Assessment

A formative quiz [handout 9-2] may be used to assess the lesson's effectiveness in providing information necessary to the students' development of IEPs for gifted children. The answers are (1) d, (2) c, (3) b, (4) a, (5) a,, (6) d, (7) a, (8) a, (9) a, (10) e.

Transparency 1-1

Characteristics of Rural Youth

By the time they start school, rural youth are already behind urban children in intellectual development.

(agree? __ disagree? __)

A larger proportion of rural youth drop out of school than youth in urban schools.

(agree? __ disagree? __)

Rural youth have lower educational and career aspirations than urban youth.

(agree? __ disagree? __)

Rural youth are more emotionally secure than urban children because of greater face-to-face contact with members of the family.

(agree? __ disagree? __)

Rural youth tend to have an external locus of control; they see academic success as an effect of factors other than their own effort.

(agree? __ disagree? __)

HANDOUT 1-1
Characteristics of Rural and Low-Income Gifted Children

INSTRUCTIONS: Part I of this handout describes some characteristics of rural families and youth. Read these characteristics before answering the discussion questions in part II of this handout.

Part I
Characteristics of Rural Families and Youth

1. Rural families tend to conform more rigidly to sex-role stereotypes than do urban families.

2. Rural Appalachian families usually avoid dealing openly with problems between family members.

3. Rural families tend to be less accepting of diversity of belief and behavior than urban families.

4. Rural low-income family discipline alternates between permissive and punitive; it does not constitute a consistent effort to help the children become more independent and self-disciplined.

5. Rural families are often ambivalent in their attitude toward education.

6. Rural youth have poorer self-concepts and appear to have more fears and anxieties than urban children.

7. Children from low-income families seem to have difficulty working with abstract concepts; they tend to focus on concrete examples.

8. Rural youth spend less time in school than urban children. They spend fewer days in school during the school year; and about 70% of rural, low-income children drop out of high school.

Part II
Discussion Questions

1. Which of the preceding characteristics apply to Junior (child described in the reading, "Case Study of a Gifted Child from Southern Appalachia")?

2. What effect did family characteristics seem to have on Junior's cognitive and affective development? How would you describe his cognitive and affective strengths and weaknesses?

3. How does Junior's behavior compare with that of the low-income gifted children studied by Frierson?

4. A major problem with the literature on rural schools and children is that much of it is based on subjective impressions rather than studies including objective measures and control groups. What are the dangers of accepting that all of the characteristics reported in the literature represent real differences between rural and urban children?

5. What differences, if any, are implied for the instruction of the two groups of gifted children studied by Frierson?

HANDOUT 1-2
quiz on gifted rural and low-income children

INSTRUCTIONS: Read each item carefully, then circle the letter preceding the correct answer.

1. Which of the following characteristics attributed to rural and low-income families and children seems to describe best Junior's conflicts in the gifted program?

   a. rural families' tendency to conform rigidly to sex-role stereotypes
   b. rural Appalachian families' reluctance to deal openly with problems between family members
   c. rural families' tendency to be less accepting of diversity of belief and behavior than urban families
   d. low-income children's tendency to focus on concrete examples rather than abstractions
   e. none of the above

2. According to Frierson, low-income gifted children's reading habits differ from those of gifted children from middle-income families in which of the following ways?

   a. Low-income gifted read newspapers less often.
   b. Low-income gifted read less difficult books.
   c. Low-income gifted read less often.
   d. a and b only
   e. all of the above

3. According to some researchers rural children spend less time in school than urban children.

   a. true
   b. false

4. Academically gifted rural youth may be at greater risk in school than gifted suburban youth, or even average rural youth because...

   a. they are prone to accidents.
   b. their interests separate them from their community to a greater extent.
   c. suicide is a big problem among rural gifted students.
   d. they tend to be more immature than the other groups.
   e. all of the above

5. The prospect of extended formal schooling for low-income gifted students is, according to Frierson, the same as for other gifted students.

   a. true
   b. false

6. Lists of characteristics of rural gifted children are based on...

   a. case studies.
   b. controlled comparisons of rural and non-rural children.
   c. conjecture.
   d. a and b only.
   e. all of the above.

7. The alternately permissive and punitive approach to child-rearing that is, understandably, characteristic of some low-income rural families is likely to contribute to their children's...

   a. underachievement.
   b. poor self-concept.
   c. overdependence.
   d. a and b only.
   e. all of the above.

8. Regardless of whether they are from low-, middle, or upper-income families, gifted children are usually taller, heavier, and better coordinated than other children.

   a. true
   b. false

9. Junior's anxiety about his success in the gifted program seems to be based on his...

   a. extreme fear of failure that resulted from his unsuccessful school history
   b. anxiety over his poor verbal skills
   c. doubts about his intelligence and self-discipline
   d. a and b only
   e. all of the above

10. Rural children identified as gifted by virtue of a high IQ score are more likely than other rural children to have family characteristics in common with those of middle-class, urban children.

    a. true
    b. false

Handout 2-1

Quick-Scoring Liberal Arts Aptitude Scale

Answer the following questions. If you are not sure of the answer, guess.

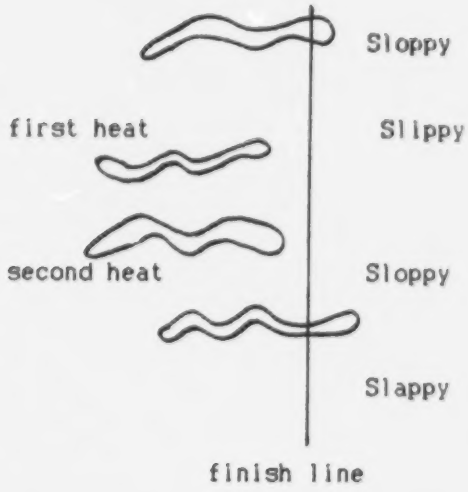
1. Define "stentorian."

2. Define "anathema."

3. What is the speed of light?

4. Who painted "American Gothic"?

5.



Above are the results of two worm races. Assuming that the conditions of the race were equal for all worms and all races, which worm is the fastest and which worm is the slowest? Circle the letter preceding the correct answer below.

a. Slippy is fastest; Sloppy is slowest.
b. Slappy is fastest; Slippy is slowest.
c. Sloppy and Slappy are tied for fastest.
d. Insufficient information given

Transparency 2-1

Quick-Scoring Liberal Arts Aptitude Scale

(answers)

1. "Stentorian" means "in an extremely loud tone."

2. "Anathema" refers to a ban, curse, or excommunication; it also refers to someone or something cursed or shunned.

3. The speed of light is 186,000 miles per second.

4. Grant Wood painted "American Gothic."

5. (b) Slappy is fastest; Slippy is slowest.

HANDOUT 2-2

INSTRUCTIONS: Part I of this handout describes some characteristics of rural schools that might affect their ability to provide special programs to gifted students. Read these characteristics carefully before answering the discussion questions in part II of this handout.

Part I
Characteristics of Rural Schools

1. Rural schools often are located in low-income areas. Therefore rural schools may be unable to afford the cost of special teachers for gifted students.

2. Rural schools in some areas may not have sufficient space to house special programs for gifted students.

3. Small rural schools may not have sufficient numbers of gifted students to justify the implementation of special programs for these students.

4. The distances between rural schools within one district may be so great that the cost and time of transportation to centralized gifted programs may be prohibitive.

5. Parents of rural gifted students may oppose programs that require their children to ride busses to gifted programs located at schools other than their local school.

6. Some rural schools have split-grade or multi-grade grouping arrangements (e.g., the one-room school).

7. Rural districts may not have middle school or junior high school programs. The grade school may contain grades K-8 and the high school may contain grades 9-12.

8. Rural high schools may have very few elective options (e.g., science courses, foreign language courses, music courses).

9. Rural high schools may be unable to provide advanced-level courses in required subjects such as English and mathematics.

10. Rural students may not live close enough to a college or university to be able to take courses there while still living at home.

Part II
Discussion Questions

1. How can grade-skipping and early entry be used to meet the needs of gifted students in districts that cannot afford to have special gifted programs?

2. How might a cross-grade placement be provided to a gifted child in a small rural elementary school?

3. How might a cross-grade placement be provided to a gifted student in a rural high school?

4. For what reasons might the dual attendance of a student at a rural high school and a local college be considered? What difficulties would have to be overcome in order for this arrangement to work effectively?

5. How could a special class for gifted students be organized in a rural district? What problems might be encountered if this placement option were to be established?

6. What guidelines would you establish to identify rural students who could benefit from radically accelerated placements? What problems do you think these students would encounter in rural schools if they were <u>not</u> given the option of radical acceleration? What problems do you think these students would encounter <u>as a result of</u> their radical acceleration?

HANDOUT 2-3
quiz on identification of rural gifted children

INSTRUCTIONS: Circle the letter preceding the correct answer.

1. To identify intellectually gifted children, an optimal evaluation practice is to include as eligible for placement those children who get the highest scores on...

   a. aptitude tests.
   b. achievement tests.
   c. IQ tests.
   d. aptitude, achievement, or IQ tests.
   e. none of the above.

2. In general, individual tests are preferable to group tests in identifying exceptional children.

   a. true
   b. false

3. According to Howley et al. (1986), the most culture-fair means of identifying low-income or culturally different gifted children is to discontinue the use of IQ tests to determine eligibility for placement.

   a. true
   b. false

4. According to Howley et al. (1986), students who belong to minority groups usually earn higher scores on non-verbal tests than on conventional IQ tests.

   a. true
   b. false

5. Deriving local, regional, or minority group norms for achievement, aptitude, or IQ tests and using the derived norms to determine which children are gifted in relation to their peers is a culture-fair approach to identifying gifted children.

   a. true
   b. false

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6. In kindergarten and the first grade, the mean of rural children's IQ test scores is about the same as the mean for urban children.

   a. true
   b. false

7. Local norms will prove useful in identifying gifted children in rural districts because...

   a. local norms are more reliable than national norms.
   b. local norming is a more efficient practice than national norming.
   c. local norms will identify the children who are the most talented in the locality.
   d. local norms will screen out children who qualify on the basis of national norms.
   e. local norms are widely used by school districts.

8. Centralized gifted programs, such as resource centers, represent a cost-effective means of programming for rural students.

   a. true
   b. false

9. No gifted students have ever been identified at the three schools to which you have just been assigned. The principal at one school says flatly that he has never seen any gifted children at the Pine Bluff grade school and asked if you were sent to invent them. Nonetheless, you are aware that the highest IQ score ever obtained at Pine Bluff was a WISC-R of 125 on a child tested last year. Assume that placement requires a score of two standard deviations above the mean on a placement test. Which of the following strategies most seriously discriminates against ever identifying a gifted child for an academic program at Pine Bluff?

   a. using national norms for identification with a comprehensive individually administered test of intelligence
   b. using state norms for identification with a comprehensive individually administered test of intelligence
   c. using school norms for identification with a comprehensive individually administered test of intelligence
   d. identifying gifted leaders using a biographical inventory
   e. using the Torrance Tests of Creative Thinking to identify children who are divergent thinkers

10. In a policy meeting, a colleague remarks, "It is a shame that there are so few gifted children in our rural districts, but it's a fact we have to face unsentimentally. Research has confirmed again and again that gifted children naturally tend to come from the middle- and upper-class, from white rather than black families, and from urban rather than rural districts. I think it's kind of futile, therefore, to waste our time and money looking for a few bright students out here." Which of the following responses that you could make (as teacher of the gifted) is most apt to help others present at the meeting understand your colleague's bias and indicate an unsentimental academic alternative.

    a. "We don't really know what <u>true</u> giftedness is, do we? And we don't need to be so concerned with national norms either. We ought, I think, to worry about the brightest students in <u>any</u> school. Some of those students are going to be just as different from their classmates as students classified as gifted on the basis of national averages."

    b. "We don't really know what true giftedness is, so identifying it doesn't make any sense. What we really want to do is find those students who are likely to be our local leaders. Obviously, any community is going to have leaders; you can't deny that! I think maybe we could use means other than standardized tests to identify gifted students in our rural schools. We could use grades, checklists, or a combination of factors..just as they do in college admissions."

    c. "True giftedness involves a subtle combination of ability, task commitment, and creativity. You're talking about ability only, and that's OK as far as it goes (which is only about 1/3 of the way!). My experience leads me to believe that what we've got in this district is a bunch of very creative kids. These kids also have a phenomenal amount of task commitment. What we need are different sorts of programs from the ones you're thinking of.

HANDOUT 3-1

Focusing Questions for
Arguing in Favor of Acceleration

1. Is the learning of high-IQ children different in kind or different in degree from that of average-IQ children?

2. In general how does the academic achievement level of high-IQ children compare with that of average-IQ children?

3. What techniques can be used to determine the instructional levels at which gifted children are functioning?

4. What instructional strategies are most likely to increase the academic achievement of high-IQ children?

5. Through what school arrangements can rapid-paced instruction be provided to high-IQ children?

6. With what sorts of peers are high-IQ children most comfortable?

HANDOUT 3-2

Focusing Questions for
Arguing Against Acceleration

1. Is the emotional maturity and social development of high-IQ children commensurate with their academic achievement?

2. Do students miss important skills when they are not provided the full sequence of instruction?

3. Can teachers depend on achievement tests to indicate the skills that gifted students have already mastered?

4. Do gifted children need to interact with same-age peers?

5. Will gifted children become conceited if they are accelerated?

6. Will the academic pressures of acceleration cause gifted children to suffer emotionally?

HANDOUT 3-3

Debate Evaluation Form

INSTRUCTIONS: Answer the following questions by circling the letters that precede all of the responses that are suitable.

1. What arguments were used to support the practice of acceleration?

   a. the positive effect of acceleration on academic achievement
   b. the ease with which acceleration can be arranged
   c. the benefit of providing gifted students with learning experiences commensurate with their levels of performance
   d. the benefit of allowing gifted students to associate with mental-age peers
   e. the positive effect of allowing gifted students to experience some difficulty in mastering academic work

2. What arguments were used to oppose the practice of acceleration?

   a. the effect of discrepancies among gifted children's cognitive, emotional, and physical development
   b. the need of gifted children to associate with chronological age-mates
   c. the likelihood that gifted children will miss important skills if they are accelerated
   d. the inability of achievement tests to indicate accurately the skills that gifted children have mastered
   e. the likelihood that accelerated gifted children will become conceited

3. Which of the arguments in favor of acceleration were convincing?

   a. the positive effect of acceleration on academic achievement
   b. the ease with which acceleration can be arranged
   c. the benefit of providing gifted students with learning experiences commensurate with their levels of performance
   d. the benefit of allowing gifted students to associate with mental-age peers
   e. the positive effect of allowing gifted students to experience some difficulty in mastering academic work

4. Which of the arguments opposing acceleration were convincing?

   a. the effect of discrepancies among gifted children's cognitive, emotional, and physical development
   b. the need of gifted children to associate with chronological age-mates
   c. the likelihood that gifted children will miss important skills if they are accelerated
   d. the inability of achievement tests to indicate accurately the skills that gifted children have mastered
   e. the likelihood that accelerated gifted children will become conceited

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5. Were there more arguments in favor or against acceleration?
   a. more in favor of acceleration
   b. more opposing acceleration
   c. the same number of arguments supporting each position

6. Of all of the arguments either supporting or opposing acceleration, which was the most convincing?

   a. the positive effect of acceleration on academic achievement
   b. the ease with which acceleration can be arranged
   c. the benefit of providing gifted students with learning experiences commensurate with their levels of performance
   d. the benefit of allowing gifted students to associate with mental-age peers
   e. the positive effect of allowing gifted students to experience some difficulty in mastering academic work
   f. the effect of discrepancies among gifted children's cognitive, emotional, and physical development
   g. the need of gifted children to associate with chronological age-mates
   h. the likelihood that gifted children will miss important skills if they are accelerated
   i. the inability of achievement tests to indicate accurately the skills that gifted children have mastered
   j. the likelihood that accelerated gifted children will become conceited

7. Considering your evaluation of the merits of all of the arguments, which position do you believe was defended most convincingly?

   a. the position that acceleration is a beneficial to the development of gifted students
   b. the position that acceleration is detrimental to the development of gifted students

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HANDOUT 3-4

Assessment of Lesson #3

Statement	strongly agree	agree	neutral	disagree	strongly disagree
1. The purpose of this lesson was clear.	5	4	3	2	1
2. The lesson related to the general topic of the unit.	5	4	3	2	1
3. The lesson was pertinent to my current work assignment.	5	4	3	2	1
4. The lesson was pertinent to my future work assignments.	5	4	3	2	1
5. The materials that accompanied the lesson were effective.	5	4	3	2	1

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Transparency 4-1

RESEARCH SUMMARY CHART

STUDY	SUBJECTS	CONTROL GROUP	ACCEL. METHOD	ACADEMIC PERFORM.	SOC/EMO ADJUST.
TERMAN					
STRABEL					
WILKINS					
ETC.					

HANDOUT 4-1

RESEARCH SUMMARY CHART

Study	Subjects	Control Group	Accel. Method	Academic Performance	Soc/emo Adjust.
Terman	140+ IQ adult (follow-up)	same, non-accelerated or accelerated less than a year	various	degree of accel. correlated with college degrees grad. work, and occupational success	temporary feelings of inferiority, later overcome; no relation between marital satisfaction and accel.
Strabel					
Wilkins					
Herr					

HANDOUT 4-1

RESEARCH SUMMARY CHART (continued)

Study	Subjects	Control Group	Accel. Method	Academic Performance	Soc/emo Adjust.
Keys					
Stanley					
Lamson					
Engle					
Morgan					

HANDOUT 4-1

RESEARCH SUMMARY CHART (continued)

Study	Subjects	Control Group	Accel. Method	Academic Performance	Soc/emo Adjust.
Klausmeier					
Birch					
Hobson					
Worcester					
Baer					

HANDOUT 4-2

RESEARCH ON COGNITIVE AND AFFECTIVE OUTCOMES OF ACCELERATION: DISCUSSION QUESTIONS

1. In general, how, according to Daurio's review of the research, do accelerated children compare with (1) equally bright, nonaccelerated children and (2) older classmates in terms of academic performance at the elementary school level? At the secondary school level?

2. In general, how, according to Daurio's review, do accelerated children's social and emotional adjustment compare to the social and emotional development of (1) equally bright, nonaccelerated children and (2) older classmates at the elementary school level? At the secondary school level?

3. Daurio points out the relative groundlessness of fears that acceleration will result in damage to gifted children. Kulik and Kulik comment on the continued resistance to acceleration despite evidence of its benefits to children. Contrast these attitudes with educators' willingness to retain children for two or more years in the same grade, despite the fact that, like acceleration, this procedure separates children from their chronological age peers and in spite of the fact that research has not clearly established that retention benefits children who are held back. What are possible reasons for the difference in attitudes toward these educational practices?

4. Daurio points out the relative recency of the practice of keeping children of the same age in the same grade. In rural schools, this practice has an even shorter history than in the urban and suburban areas. Some children in rural schools still attend classes in which children of several different ages are placed. Given that the size of each type of classroom is manageable, compare the advantages of the multi-age classroom with the classroom in which all the children are about the same age. Make a list of the advantages of each. How many are advantages for the children? How many are advantages for the teachers? How many are advantages for administrators?

5. Compare Daurio's review of the research with that of Kulik and Kulik. How were their methods of selecting studies different? Were there any discrepancies in their results? In their conclusions?

6. If a parent asked you to tell him or her about the research on acceleration, what would you say? How would you describe the research findings and the generalizations that can be derived from them? What limitations would you point out in regard to generalizations from the research?

HANDOUT 4-3
quiz on effects of acceleration

INSTRUCTIONS: Circle the letter preceding the correct answer.

1. Why is the Kulik & Kulik (1984) meta-analysis of the effects of acceleration so important in the literature on gifted children?

   a. It supports the idea that affective gains are the most important benefit of acceleration.
   b. It is the only study to amass the available data on grade-skipping.
   c. It is the best available empirical summary of the positive academic effects of accelerated placements.
   d. It is the most current direct investigation of student performance in a series of carefully controlled accelerated placements.
   e. It is a complete review of <u>all</u> previous studies of acceleration, and it confirms a moderate, but consistent positive effect on academic learning.

2. Children who are accelerated one year in their grade placement show academic gains one year in advance of equally bright students who have not been accelerated. To what form of acceleration does this statement most obviously apply?

   a. cross-grade placement
   b. radical acceleration
   c. special class placement
   d. resource room placement
   e. all of the above

3. One of the most consistently made observations of gifted children is that they resemble older children and that even in ordinary circumstances they learn faster than average children (cf. Daurio, 1979). Therefore, acceleration provides gifted children the opportunity to interact with intellectual peers because...

   a. the more intellectual teachers work at the higher grade levels.
   b. older students are more intelligent than younger students.
   c. younger students are more intelligent than older students.
   d. older students resemble younger students more than younger students resemble older students.
   e. older average students resemble younger gifted students.

4. Which statement most accurately represents the nature of the adjustment of accelerates to their accelerated placements?

   a. Accelerates appear to experience no adjustment difficulties.
   b. Many accelerates experience substantial emotional adjustment difficulties and few academic adjustment difficulties.
   c. Many accelerates experience substantial social adjustment difficulties but few emotional or academic adjustment difficulties.
   d. Many accelerates experience initial adjustment difficulties of a short duration.
   e. Research has not addressed this question.

5. Research has confirmed that the acceleration of bright students produces...

   a. difficulties in social and emotional development.
   b. substantial increases in intelligence.
   c. achievement that exceeds that of equally bright non-accelerates.
   d. achievement equal to that of equally bright non-accelerates.
   e. both b and d.

6. Which fact explains why bright children do well in accelerated placements?

   a. On average, they can function well socially with older children.
   b. On average, they are more apt than other students.
   c. On average, they learn faster than other students.
   d. all of the above
   e. none of the above

7. Which of the following studies presents the more objective re-examination of the educational effectiveness of acceleration?

   a. Daurio (1979)
   b. Kulik & Kulik (1984)
   c. They're equally objective.

8. Kulik and Kulik (1984) did not find statistically significant affective outcomes from accelerated placements. What does this mean?

   a. Acceleration is known to be a poor strategy for achieving affective goals.
   b. Development in the affective domain proceeds by invariable stages.
   c. The effect of acceleration on affective functioning is unknown.
   d. The effect of acceleration on cognitive functioning is unknown.
   e. Acceleration is an insignificant method of achieving socialization goals.

9. The studies reviewed by Daurio and by Kulik and Kulik dealt exclusively with <u>gifted</u> students; it implies nothing about the acceleration of other students.

   a. true
   b. false

10. Which of the following probably overstates Terman's research finding that gifted accelerates tend to have more successful careers than gifted non-accelerates?

    a. Early graduation from college necessarily helps insure a successful career.
    b. Early graduation from college may help promote career success.
    c. Early graduation from college probably indicates academic learning above the mean of college graduates.
    d. Early graduation from college is associated with early acceleration in school.
    e. Early graduation from college seems to be associated with above-average social and emotional adjustment.

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Transparency 5-1

INSTRUCTIONAL INTERVENTIONS FOR GIFTED CHILDREN

RESOURCE PROGRAMS (USUALLY ENRICHMENT PROGRAMS)

1. RESOURCE ROOMS
2. RESOURCE CENTERS

PROGRAMS USUALLY TEACH SUBJECTS NOT TAUGHT IN THE REGULAR CURRICULUM, FOR EXAMPLE, CREATIVE PROBLEM-SOLVING, INDEPENDENT STUDY SKILLS, FILMMAKING, PUPPETRY, MIDDLE AGES AND HERALDRY, ASTRONOMY.

INDEPENDENT STUDY IN THE REGULAR CLASSROOM

1. SPECIAL PROJECTS (ENRICHMENT)
2. ADVANCED WORK (ACCELERATIVE)

INDEPENDENT STUDY FOR ENRICHMENT MAY INCLUDE RESEARCH ON SPECIAL TOPICS, SUCH AS FALCONRY OR POLITICAL CARTOONS OR IT MAY INCLUDE MODEL-MAKING, DRAWING, AND CREATIVE WRITING.

INDEPENDENT STUDY FOR ADVANCEMENT MAY INCLUDE WORKING FROM A HIGHER GRADE LEVEL TEXT OR WORKBOOK. IT MIGHT ALSO INCLUDE WORKING THROUGH PROGRAMMED TEXTBOOKS OR COMPUTER TUTORIAL PROGRAMS.

GROUPING FOR INSTRUCTION

1. ADVANCED CLASSES (INCLUDES HONORS CLASSES)
2. SELF-CONTAINED CLASSES (FULL-TIME PROGRAM FOR GIFTED)

Transparency 5-2

MARIAN

MARIAN IS SIX AND A HALF YEARS OLD AND IN THE FIRST GRADE. SHE GETS ALONG WELL WITH THE TEACHER AND THE OTHER CHILDREN. SHE MAKES ALL A'S EXCEPT IN HANDWRITING, IN WHICH SHE MAKES B'S AND C'S. OCCASIONALLY, SHE CRIES IF SHE DOESN'T DO AS WELL ON A SCHOOL TASK AS SHE THINKS SHE SHOULD.

ON THE WOODCOCK JOHNSON ACHIEVEMENT BATTERY, MARIAN'S GRADE EQUIVALENT SCORES WERE AS FOLLOWS:

READING CLUSTER - 4.6, MATH CLUSTER - 2.4, WRITTEN LANGUAGE - 3.6, KNOWLEDGE - 3.7.

ON THE STANFORD-BINET IQ TEST, MARIAN SCORED 134.

Handout 5-1

EFFECTIVENESS OF DIFFERENT EDUCATIONAL STRATEGIES FOR GIFTED CHILDREN: DISCUSSION QUESTIONS

1. Resource programs are, of course, a form of grouping. However, since (1) they usually provide a different curriculum (enrichment) from the regular academic curriculum and (2) they are the most common form of gifted program in elementary schools, we have categorized them separately. Based on your reading and your experience with resource room programs, what are their advantages and disadvantages with respect to gifted students' academic achievement? With respect to their attitudes and social development.?

2. If enrichment programs teach subjects not normally taught in school, what impact would you expect them to have on children's academic performance in regular academic subjects? What effects does Daurio report for the enrichment programs he discusses?

3. Kulik and Kulik report that, of 3 types of interventions for gifted students, acceleration, grouping (enrichment and honors classes), and individualization, acceleration has the greatest effect on academic achievement. What are possible reasons for the greater effect size of acceleration?

4. Research on individualization through independent study in the regular classroom has found mixed results. Some studies show no significant difference in achievement and some show that gifted children who work through programmed textbooks or computer tutorials master the skills taught about a third faster than through lecture and recitation. What variables would probably help determine the success or failure of independent study in the classroom?

5. What are the differences between advanced classes, school-within-a-school programs, and self-contained classes for gifted children? What are the advantages of these classes in comparison with (1) resource room programs and (2) acceleration? What are the drawbacks compared with (1) resource room programs and (2) acceleration?

HANDOUT 5-2
quiz on educational strategies

INSTRUCTIONS: Circle the letter preceding the correct answer.

1. Consider the following "enrichment device" (Daurio, 1979, p. 19):

   Expand the gifted's understanding of self and others through field trips to state institutions.

   Though this might be considered to be a worthy goal in some circumstances, which of the following reasons best explains why it is not particularly appropriate for the gifted?

   a. Gifted children are too snobbish.
   b. The gifted are already keenly aware of themselves and others.
   c. The goal is no more suitable for gifted children than for other children.
   d. It is not formulated in behavioral terms.
   e. It does not possess the components of above-average ability, creativity, and task commitment.

2. The academic benefits of enrichment have been demonstrated clearly through research.

   a. true
   b. false

3. Of individualized instruction, grouping, and acceleration, which has research found to be associated with the largest gains in academic achievement as measured by achievement tests?

   a. individualized instruction
   b. grouping
   c. acceleration
   d. b and c show equal effects
   e. all show equal effects

4. Not all special class placements accommodate accelerative strategies. Which among the following special class placements is <u>least</u> likely to foster accelerated learning?

   a. itinerant resource room placement meeting once weekly
   b. special evening math course for accelerated students
   c. full-time self-contained gifted classroom
   d. single-school resource program meeting daily
   e. honors English section in high school

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5. Independent study in the regular classroom has been shown to be an effective means of acceleration.

   a. true
   b. false

6. Photography, macrame, and anthropology are likely subjects for enrichment programs because...

   a. they are not usually included in the regular curriculum.
   b. they are of special interest to gifted children
   c. they are more challenging than traditional subjects
   d. none of the above

7. Enrichment is, by definition, advanced-level instruction.

   a. true
   b. false

8. According to most studies, grouping bright students for instruction improves their achievement.

   a. true
   b. false

9. Research has shown that grouping, individualization, and acceleration are all likely to have a significant detrimental effect on gifted students' emotional adjustment.

   a. true
   b. false

10. Resource programs for gifted students are usually enrichment programs.

    a. true
    b. false

Transparency 6-1

GRADE SKIPPING

ALSO REFERRED TO AS
DOUBLE PROMOTION OR
DEVELOPMENTAL PLACEMENT

INVOLVES PLACING CHILDREN
ONE OR MORE GRADE LEVELS
ABOVE THE ONES IN WHICH
THEY WOULD NORMALLY BE
PLACED ON THE BASIS OF
CHRONOLOGICAL AGE

Transparency 6-2

CROSS-GRADE PLACEMENT

INVOLVES PLACING CHILDREN IN ABOVE-LEVEL CLASSROOMS FOR INSTRUCTION IN SOME SUBJECTS

CHILDREN ALSO RECEIVE SOME INSTRUCTION IN THEIR REGULAR CLASSROOMS WITH SAME-AGE PEERS

EARLY ENTRY

OCCURS WHEN A CHILD ENTERS A SCHOOL PROGRAM AT AN AGE EARLIER THAN IS TYPICAL

CAN INVOLVE EARLY ENTRY TO KINDERGARTEN, FIRST GRADE, MIDDLE SCHOOL, HIGH SCHOOL, OR COLLEGE

DUAL ATTENDANCE

OCCURS WHEN STUDENTS ATTEND AND FULFILL THE REQUIREMENTS OF TWO SCHOOL PROGRAMS AT ONCE

COMBINES CROSS-GRADE PLACEMENT AND EARLY ENTRY

STUDENTS RECEIVE CREDIT IN TWO PLACES FOR THE SAME COURSE

SPECIAL CLASS PLACEMENT

TALENTED STUDENTS ARE GROUPED TOGETHER FOR RAPID-PACED INSTRUCTION IN ONE OR MORE SUBJECTS

CAN TAKE THE PLACE OF REGULAR CLASSES OR CAN BE PROVIDED IN ADDITION TO REGULAR CLASSES

SOMETIMES IS PROVIDED IN SUMMER COURSES

RADICAL ACCELERATION

EXTENSIVE ACCELERATION IN ONE OR MORE ACADEMIC AREAS

EFFECTIVE FOR STUDENTS WHO ARE HIGHLY GIFTED OR WHO DEMONSTRATE EXTREME TALENT IN A PARTICULAR ACADEMIC AREA

HANDOUT 6-1

INSTRUCTIONS: Part I of this handout describes some characteristics of rural schools that might affect their ability to provide special programs to gifted students. Read these characteristics carefully before answering the discussion questions in part II of this handout.

Part I
Characteristics of Rural Schools

1. Rural schools often are located in low-income areas. Therefore rural schools may be unable to afford the cost of special teachers for gifted students.

2. Rural schools in some areas may not have sufficient space to house special programs for gifted students.

3. Small rural schools may not have sufficient numbers of gifted students to justify the implementation of special programs for these students.

4. The distances between rural schools within one district may be so great that the cost and time of transportation to centralized gifted programs may be prohibitive.

5. Parents of rural gifted students may oppose programs that require their children to ride busses to gifted programs located at schools other than their local school.

6. Some rural schools have split-grade or multi-grade grouping arrangements (e.g., the one-room school).

7. Rural districts may not have middle school or junior high school programs. The grade school may contain grades K-8 and the high school may contain grades 9-12.

8. Rural high schools may have very few elective options (e.g., science courses, foreign language courses, music courses).

9. Rural high schools may be unable to provide advanced-level courses in required subjects such as English and mathematics.

10. Rural students may not live close enough to a college or university to be able to take courses there while still living at home.

Part II
Discussion Questions

1. How can grade-skipping and early entry be used to meet the needs of gifted students in districts that cannot afford to have special gifted programs?

2. How might a cross-grade placement be provided to a gifted child in a small rural elementary school?

3. How might a cross-grade placement be provided to a gifted student in a rural high school?

4. For what reasons might the dual attendance of a student at a rural high school and a local college be considered? What difficulties would have to be overcome in order for this arrangement to work effectively?

5. How could a special class for gifted students be organized in a rural district? What problems might be encountered if this placement option were to be established?

6. What guidelines would you establish to identify rural students who could benefit from radically accelerated placements? What problems do you think these students would encounter in rural schools if they were <u>not</u> given the option of radical acceleration? What problems do you think these students would encounter <u>as a result of</u> their radical acceleration?

HANDOUT 6-2
quiz on types of acceleration

INSTRUCTIONS: Read each vignette carefully. Then circle the letter preceding the correct answer.

1. Jason is four years old but already attends kindergarten at the local school. Next year, at the age of five, he will begin first grade. This arrangement is an example of ...

   a. radical acceleration.
   b. grade-skipping.
   c. cross-grade placement.
   d. early entry.
   e. special class placement.

2. Several gifted and talented 5th and 6th graders from a rural elementary school attend an after-school course in algebra that is taught by the junior high school math teacher. This arrangement is an example of ...

   a. cross-grade placement.
   b. early entry.
   c. radical acceleration.
   d. grade-skipping.
   e. none of the above.

3. Susan is a 7th grade student whose achievement test scores are at the 12th grade level in all academic areas. Her guidance counsellor suggested that she be enrolled in the 9th grade next year. This arrangement is an example of ...

   a. grade-skipping.
   b. cross-grade placement.
   c. special class placement.
   d. dual attendance.
   e. radical acceleration.

4. Sylvia is extremely talented in mathematics. Although she is only in the 10th grade, she is taking a correspondence course in differential equations through a local university. When Sylvia completes this course, she will receive Carnegie unit credit toward high school graduation as well as college credit. This arrangement is an example of ...

   a. radical acceleration.
   b. special class placement.
   c. dual attendance.
   d. grade-skipping.
   e. cross-grade placement.

5. Mark is a 2nd grade gifted student who is reading at the 5th grade level. Because his reading is so advanced, he receives reading instruction in the 5th grade classroom. Mark receives all of his other instruction in the regular 2nd grade classroom. This arrangement is an example of ...

   a. early entry.
   b. radical acceleration.
   c. grade-skipping.
   d. dual attendance.
   e. cross-grade placement.

6. Jennifer is a highly gifted 12 year old. She no longer attends public school because she is enrolled full-time in a liberal arts college close to her home. This arrangement is an example of ...

   a. grade-skipping.
   b. radical acceleration.
   c. cross-grade placement.
   d. dual attendance.
   e. special class placement.

7. Todd is a 5th grade student whose achievement in all subject areas is far above grade level. His parents have requested that Todd be placed in the 7th grade class at the junior high school next year. This arrangement is an example of both ...

   a. early entry and radical acceleration.
   b. cross-grade placement and early entry.
   c. early entry and grade-skipping.
   d. grade-skipping and radical acceleration.
   e. grade-skipping and dual attendance.

8. The parents of the 5th and 6th grade students who are participating in the after-school algebra class have requested that their children be given high school credit for completing the class. If this request is granted, the students will be involved in ... (Hint: these students are also receiving regular class math instruction during the day. The after-school class was originally designed to be non-credit bearing.)

   a. a cross-grade placement.
   b. an early-entry arrangement.
   c. a dual-attendance arrangement.
   d. a radically accelerated placement.
   e. a grade-skipping arrangement.

9. A rural elementary school has decided to set up a special classroom for all 3rd and 4th grade students whose achievement is in the 90th percentile or above. Although many of these students do not qualify for placement in the gifted program, the arrangement is still an example of ...

   a. special class placement.
   b. early entry.
   c. radical acceleration.
   d. cross-grade placement.
   e. dual attendance.

10. Miriam, a highly gifted 14 year old, will attend the state university next year instead of completing high school. When Miriam completes her freshman year, her school district will award her a high school diploma. This arrangement is an example of all of the following acceleration strategies except ...

   a. grade-skipping.
   b. early entry.
   c. dual attendance.
   d. radical acceleration.
   e. cross-grade placement.

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HANDOUT 7-1

Implementing Acceleration:
A Simulated Case

I. Setting

You are members of the program planning committee for gifted students in the Rockledge District school system. At present the district has successfully implemented early entry provisions at the kindergarten, first grade and middle school levels. Your mission is to decide what to do next.

II. First Decision

The special education director has prepared alternatives for you to consider. You must proceed with one, and only one, of the 3 alternatives. The pertinent data follow:

first alternative:
Add a dual enrollment component at the high school level. Although the nearest state college is 70 miles away, a series of 4 video courses (Basic Math Skills, English 101, Psychology 101, and Beginning Russian) is available for students to earn college credit.

second alternative:
Add a grade-skipping program at the elementary level. The elementary teachers are used to promoting students early to the middle school and the early entry provisions for kindergarten and first grade have impressed the second and third grade teachers, especially.

third alternative:
Eliminate the early first-grade entry program, which is used less frequently than the early kindergarten program, and add two AP courses at the high school (where none are currently in place.)

III. Subsequent Action

If you decide on the first alternative, turn to page 95; if you decide on the second alternative, turn to page 96; if you decide on the third alternative, turn to page 97.

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IV. First alternative:

1. In 50 - 100 words write a rationale that justifies your selection of this alternative.

2. Select achievement criteria for selection of students who are to participate in the dual enrollment program. Remember that the measure of advanced achievement levels at the senior high school level is questionable at best due to the comparatively low ceilings of available tests. Nonetheless, you must develop valid achievement criteria; a student's participation in the gifted program is not sufficient!

IV. Second alternative:

Using Christopherson's criteria (50th percentile in 5/6th of subjects) and the Woodcock-Johnson grade norms, derive the percentile rank scores that a second grader will need in order to be recommended for the program (i.e., placement into the fourth grade the following fall.) First decide whether you will require 50th percentile performance in 3 of the 4 clusters or in all 4. Then work backwards from 4th grade 50th percentile scores, to retrieve the cluster scores upon which the 4th grade percentile ranks are based. Then calculate the second grade percentile rank based on those cluster scores.

IV. Third Alternative:

1. Succinctly justify your selection of this option in 50-100 words.

2. Select achievement criteria for admissions to AP sections in literature and mathematics. (Both sections are intended for seniors, but you must develop criteria that will make them accessible to juniors.) The topic of the literature section is the American novel and the mathematics section prepares students to take the AP exam in differential and integral calculus.

Remember that the measurement of advanced achievement levels at the senior high school level is questionable at best, due to the comparatively low ceilings of available tests. Nonetheless, you must develop valid achievement criteria; a student's participation in the gifted program is not sufficient!

HANDOUT 7-2
quiz on implementing acceleration in rural schools

Name _____ Date _____

(true/false)

T F 1. Acceleration is not widely practiced in the US.

T F 2. Acceleration is more educationally effective than pull-out programs.

T F 3. Early entry is not a provision that supports comprehensive planning for gifted students.

T F 4. Acceleration is an option that should be available only to gifted students.

T F 5. Candidates for acceleration should achieve above the 95th percentile on all areas of an achievement test according to Christopherson (1981).

T F 6. According to the reading, a rural attitude of egalitarianism may limit implementation of accelerative strategies in rural areas.

T F 7. Grade-skipping may be a better initial choice than early entry for first efforts at establishing acceleration in a rural school.

T F 8. Dual enrollment in college and high school is probably the most difficult accelerative option to implement in rural areas.

T F 9. The very first step that should be taken in establishing an acceleration program is to include endorsement of acceleration in the district policy statement, according to the reading.

T F 10. Initial adjustment difficulties of a mild nature are uncommon among accelerates.

TRANSPARENCY 8-1

I. ACHIEVEMENT

II. UNDERACHIEVEMENT

III. HANDICAPS

--CAUSE UNDERACHA'T

--SOCIAL DISTANCE

--LIFE CHANCES

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TRANSPARENCY 8-2

LD, BD, AND THE GIFTED

1. LEARNING DISABILITIES
- --IMPAIRED CNS
- --SYMPTOMOLOGY
- --PROGRAM PROBLEMS

2. BEHAVIOR DISORDERS
- --CRITERION
- --PREVALENCE IN GIFTED
- --PROGRAM DIFFERENCES

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TRANSPARENCY 8-3

STRATEGIES FOR GIFTED/HANDICAPPED

DO NOT PLACE IN RESOURCE ROOM WITH NON-GIFTED (TOO SLOW)

STRESS ACADEMICS

BEHAVIOR MODIFICATION IS APPLICABLE

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HANDOUT 8-1

focusing questions:

identifying and instructing rural gifted students
with handicaps

1. Could the students Fearn (1982) studied be described as learning disabled? Why or why not? Might the answer be ambiguous?

2. Should acceleration be applied as vigorously in the case of LD gifted children as it is with typical gifted children? Why or why not? Should it ever be recommended for LD or BD gifted children?

3. Might there be any special issues that need to be confronted when using behavior modification with a bright, verbal LD youth (who has severe difficulty producing written assignments)?

4. If underachievement (measured by comparison to national norms) is more prevalent in rural districts, why might more gifted students be identified as LD in rural districts as compared to gifted students in affluent suburban districts?

5. How might other school personnel try to justify the placement of a bright LD child, performing at grade level, into a special education program for children functioning <u>far below</u> grade level? What measures might be taken to counter such proposals?

HANDOUT 8-2

quiz on handicapped gifted

Name_____ Date _____

Circle T (for "true") or F (for "false").

T F 1. The gifted, like other children, can exhibit a severe discrepancy between achievement and ability.

T F 2. Exhibiting severe underachievement often represents the same condition as being identified as learning disabled.

T F 3. Learning disabilities and behavior disorders are strongly associated with underachievement.

T F 4. Behavior modification is a productive strategy to use with severely handicapped individuals, but it is inapplicable to the gifted.

T F 5. Underachievement is a problem in many rural schools.

T F 6. Many gifted students exhibit mild behavior disorders.

T F 7. Underachievement is not associated with behavior disorders.

T F 8. Programs for LD gifted students should concentrate on improving academic functioning through remedial or compensatory programming.

T F 9. LD gifted students are probably identified more frequently than BD gifted students.

T F 10. Gifted handicapped children tend to be perceived as handicapped rather than as gifted.

Transparency 9-1

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

* STATEMENT OF PRESENT LEVEL OF PERFORMANCE

* ANNUAL GOALS

* INSTRUCTIONAL OBJECTIVES

* SPECIAL EDUCATION AND RELATED SERVICES

  (INCLUDING SPECIAL PLACEMENT
  AND
  AMOUNT OF TIME IN REGULAR CLASSROOM)

* PROJECTED DATES FOR

  INITIATION
  AND
  DURATION OF SERVICES

* EVALUATION

  CRITERIA,
  PROCEDURES, AND
  SCHEDULE (AT LEAST ANNUAL REVIEW)

Transparency 9-2

INAPPROPRIATE GOALS:

To develop creative problem-solving skills

("generic" not linked to academic discipline)

To develop awareness of personal values

(generic and non-academic)

APPROPRIATE GOALS:

To develop skills of literary analysis as measured by pre- and post-tests based on sample examinations for Advanced Placement English.

(academic and subject-specific)

To complete French I through attendance of high school foreign language classes.

(academic and subject-specific)

INAPPROPRIATE OBJECTIVES:

To develop creative writing skills.

(too generic and too vague to be an objective)

To memorize the multiplication tables.

(doesn't specify level of mastery; too simple to put on IEP; can be accomplished in a few hours of distributed practice)

APPROPRIATE OBJECTIVES

By earning a score of at least 80% on a teacher-made essay examination, Jan will demonstrate her ability to describe ways in which various elements (e.g. rhythm, diction, structure) of a literary work contribute to its meaning.

Jan will understand and use basic French vocabulary words and grammatical structures, as indicated by a score of 80% or better on the French I final examination.

Transparency 9-4

CASE STUDY JUNIOR

Age : 15
Grade: 9th

WISC-R: Full-Scale IQ 140

California Achievement Tests:
(administered in the 8th grade)

	Grade Equivalent
Reading	11.7
Arithmetic	10.8
English	12.0
Total Battery	Score in the 95th percentile

Junior reads avidly. He also writes regularly; his writing shows creativity and humor. He is far less enthusiastic about math despite his superior ability in that area. He does not enjoy science very much either. English and social studies are his favorite subjects. Junior has no plans for college despite his exceptional ability.

Refer to your case study of Junior for further details.

HANDOUT 9-1

IEP Simulation Checklist

_____1. Choose roles for the simulation. You will need a parent, a special education specialist, a psychologist, a principal, and a classroom teacher. Assume that the principal or the special education specialist is the chairperson of the committee to develop the IEP. The chairperson's role is to initiate the discussion, to be sure that all pertinent information is considered, to facilitate decision-making, and to summarize the committee's decisions.

_____2. Select a recorder to write the committee's decisions on the IEP form.

_____3. Begin the meeting by reviewing the purpose for the meeting and discussing the test results. The psychologist should answer questions about the tests and explain what the test scores mean in terms of the child's instructional needs.

_____4. The parent(s) and teacher tell the committee what they see as the implications of the test results. Based on informal observation and knowledge of the child's educational history, they should present their perspective on the student's educational needs. They should contribute any relevant, additional information which will help the committee determine appropriate goals and objectives for Junior.

_____5. The committee formulates 2 academic goals for Junior based on the discussion of her present level of performance and her educational needs.

_____6. The committee establishes 2 instructional objectives for each goal. These objectives are more specific descriptions of the desired academic behavior represented by the annual goals.

_____7. The committee discusses the special education services to be provided and the educational placement(s) needed for accomplishment of the goals and objectives.

_____8. If the committee reaches a consensus on all of the above, the members sign the IEP form. If they disagree, they discuss means of resolving the disagreement.

Note: Although there are additional components of IEPs, they are not included in this simulation because of time constraints.

HANDOUT 9-2
quiz on IEPs for gifted rural students

INSTRUCTIONS: Circle the letter preceding the correct answer.

1. Consider the following specifications for a performance objective:

   task (solve quadratic equations by completing the square)
   conditions (a 10-item written quiz)
   degree (70% accuracy)
   Which of the following performance objectives meets the preceding specifications most completely and specifically?

   a. The student will get a C or better on all algebra quizzes.
   b. The student will factor algebraic expressions on a ten-item quiz with a grade of 70%.
   c. The student will solve at least 7 out of 10 quadratic equations on an algebra quiz.
   d. The student will take a quiz on solving quadratic equations by the method of completing the square and will score at least 70% on the quiz.
   e. Following instruction on quadratic equations, the student will take a quiz and score 70% or better.

2. Select the best-formulated performance objective in the cognitive domain:

   a. Following bi-weekly sessions with Dr. Samuels, Jeff will improve his performance on the Piers-Harris Self-Concept Scale by 10 points during the next 3 months.
   b. Janet will demonstrate her ability to use the 3 theorems associated with the congruency of triangles.
   c. Kevin will demonstrate an understanding of the economic conflicts that precipitated the US civil war by reading 4 primary and 2 secondary sources and writing a 10-page essay on the topic that will receive a rating of 3 or better on a 1 to 5 scale.
   d. Laura will complete French II with a grade of B or better.

3. Which of the following arrangements is it most crucial to specify on every gifted child's IEP (or similar document)?

   a. learning style
   b. enrichment activities
   c. behavior management plan
   d. acceleration plan
   e. interests

4. Consider the following goals for acceleration of gifted students. Which goal is least adequate, i.e. (least specific and least appropriate)?

   a. John will proceed at his own pace through the adopted curriculum.
   b. John will maintain or improve his rate of learning (1.8 years achievement growth per academic year).
   c. John will complete 5th grade instead of 4th grade next year.
   d. John will complete elementary algebra in place of 6th grade math during the coming year.
   e. All of the above are equally adequate.

5. In which domain is it most appropriate to develop special education performance objectives for intellectually gifted students?

   a. cognitive domain
   b. affective domain
   c. psychomotor domain

6. The chairperson of an IEP committee is often the...

   a. psychologist
   b. parent
   c. teacher
   d. principal
   e. none of the above

7. Acceleration can be considered a special education service for gifted children.

   a. true
   b. false

8. "To develop self-awareness," is an affective goal.

   a. true
   b. false

9. The major difference between goal statements and statements of performance objectives is one of specificity.

   a. true
   b. false

10. The purpose of an IEP committee is to...

   a. bring different professional perspectives to bear in planning for the education of an exceptional student.
   b. involve parents in educational planning for their children.
   c. meet the requirements of Public Law 94-142
   d. a and b only
   e. all of the above

R E A D I N G L I S T

required, additional, instructor

Lesson #1

A. Required

Frierson, E.C. (1965). Upper and lower status gifted children: A study of differences. Exceptional Children, 32(2), 83-90.

Pendarvis, E. (1986). Case study of a gifted child from southern Appalachia. (written for this module)

B. Additional

Kitano, M. & Kirby, D. (1986). Gifted education: A comprehensive view (pp. 320-325). Boston: Little, Brown.

Kuvesky, W. (1973). Rural youth: Current status and prognosis. In D. Gottlieb (Ed.), Youth in contemporary society (pp. 321-345). Beverly Hills: Sage Publications.

Tisdall, W.; Brown, D.; Bynum, C.; & Robinson, S. (1972). Junior--Gifted and disadvantaged. In B.B. Hauck and M.F. Freehill (Eds.), The gifted--Case studies (pp. 86-104). Dubuque: Wm. C. Brown Company Pub.

Lesson #2

A. Required

Optimal evaluation practices, pages 35-39, in chapter 2 of Teaching Gifted Children by Howley, Howley and Pendarvis (1986).

B. Additional

Horn, J. & Davis, P. (Eds.). (1985). Education and equity in rural America: 1984 and beyond. Proceedings of the Annual Rural and Small Schools Conference. Manhattan, Kansas, October 29-30, 1984. (ERIC Document Reproduction Service No. ED 254 358)

Lesson #3

A. Required

pages 135-140 in chapter 5 of Teaching Gifted Children by Howley et al.

B. Additional

Keating, D. (1979). The acceleration/enrichment debate: Basic issues. In W.C. George, S.J. Cohn, & J.C. Stanley (Eds.), Educating the gifted: acceleration and enrichment (pp. 217-219). Baltimore: The Johns Hopkins University Press.

Lesson #4

A. Required

Daurio, S.P. (1979). Educational enrichment versus acceleration: A review of the literature. In W. George, S. Cohn, & J. Stanley, (Eds.), Educating the gifted: Acceleration and enrichment. Baltimore: The Johns Hopkins University Press. Read pages 13-17, 24-27, and 41-53.

Kulik, J. & Kulik, C. (1984). Effects of accelerated instruction on students. Review of Educational Research, 54 (3), 409-425.

B. Additional

Alexander, P. & Skinner, M. (1980). The effects of early entrance on subsequent social and academic development: A follow-up study. Journal for the Education of the Gifted, 3 (3), 147-150.

Roedell, W.C.; Jackson, N.E.; & Robinson, H.B. (1980). Gifted young children. NY: Teachers College Press.

Lesson #5

A. Required

Pages 17-24 from Daurio (See lesson # 2, required readings.)

Pages 86-88, "Resource Programs" from Howley, et al.

Pages 248-251, "Independent Study" from Howley, et al.

B. Additional

Hanninen, G.E. (1984). Effectiveness of a preschool program for the gifted and talented. Journal for the Education of the Gifted, 7 (3), 192-204.

Tremaine, C.D. (1979). Do gifted programs make a difference? The Gifted Child Quarterly, 23 (3), 500-517.

Lesson #6

A. Required

Howley, A. (1986). Types of acceleration. (written for this module)

pages 140-154, "Types of Acceleration" from Howley et al.

Christopherson, S.L. (1981). Developmental placement in the regular school program. G/C/T, (19), 40-41.

B. Additional

Braga, J. (1971). Early admission: Opinion versus evidence. The Elementary School Journal, 72 (1), 35-46.

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Lesson #7

A. Required

Howley, C. (1986) Educating rural gifted students. (written for this module)

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Christopherson, S. (1981). Developmental placement in the regular school program. G/C/T (19), 40-41.

Cox, J., Nell, D., & Boston, B. (1985). The Richardson study survey. In Educating able learners: Programs and promising practices, pp. 29-42.

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Howley, A., Howley, C. & Pendarvis, E. (1986). Curriculum change. In Teaching gifted children: Principles and strategies, pp. 228-232. Boston: Little, Brown & Co.

Lesson #8

A. Required

Wolf, J. & Gygi, J. (1981). Learning disabled and gifted: Success or failure? Journal for the Education of the Gifted, 4(3), 199-206.

Fearn, L. (1982). Underachievement and the rate of acceleration. The Gifted Child Quarterly, 26(3), 121-125.

B. Additional

Howley, A., Howley C., & Pendarvis, E. (1986). Handicapped gifted students. In Teaching gifted children: Principles and strategies (pp. 344-349). Boston: Little, Brown.

Whitmore, J. (1981). Gifted children with handicapping conditions: A new frontier. Exceptional Children, 48(2), 106-113.

Ysseldyke, J. & Algozzine, B. (1982). Bias among professionals who erroneously declare students eligible for special services. Journal of Experimental Education, 50(4), 223-228.

C. Instructor

Carrier, J. (1983). Masking the social in educational knowledge: The case of learning disability theory. American Journal of Sociology, 88(5), 948-974.

Howley et al., (1986). Chapter 11 (pp. 322-354) and a section of Chapter 9 (pp. 287-291) in Teaching gifted children: Principles and strategies. Boston: Little, Brown.

Lesson #9

A. Required

Pages 106-120, "Developing Individualized Educational Programs" from Howley et al.

B. Additional

Tisdall, W.; Brown, D.; Bynum, C.; & Robinson, S. (1972). Junior--Gifted and disadvantaged. In B.B. Hauck and M.F. Freehill (Eds.), The gifted child--Case studies (pp. 86-104). Dubuque: Wm. C. Brown Company Publishers.

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(The numbers of the lessons in which the reference is a required reading are given in square brackets preceding the listing.)

Alexander, P. & Skinner, M. (1980). The effects of early entrance on subsequent social and academic development: A follow-up study. Journal for the Education of the Gifted, 3 (3), 147-150.

Baird, L. (1985). Do grades and tests predict adult accomplishment? Research in Higher Education, 23(1), 3-85.

Bernal, E. (1978). The identification of gifted chicano children. In A. Baldwin, G. Gear, & L. Lucito (Eds.), Educational planning for the gifted (pp. 14-17).

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[#6]
Howley, A. (1986). Types of acceleration. (Written for this module.)

[#1, #3, #4, #6]
Howley, A., Howley, C., & Pendarvis, E. (1986). Teaching Gifted Children. Boston: Little, Brown.

[#7]
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